

**A MORPHOSYNTACTIC ANALYSIS OF THE INTERLANGUAGE OF
KISWAHILI SPEAKING LEARNERS OF ENGLISH IN MALINDI TOWN, KILIFI
COUNTY**

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**A Thesis Submitted to the Graduate School in Partial Fulfillment of the Requirements
for the Conferment of the Degree of Master of Arts in English Language and Linguistics
of Egerton University**

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DECLARATION AND RECOMMENDATION

Declaration

This thesis is my original work and has not been presented in this university or any other for the award of degree.

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Recommendation

This thesis has been submitted with our approval as university supervisors.

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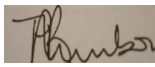
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DEDICATION

To my late parents Pr. Nathan Oyiengo and Mrs. Elizabeth Oyiengo.

We shall meet at Jesus' feet. Rev. 21:4,5

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First of all, I would like to thank the Almighty God for His love, guidance, and protection throughout my life. It is through His grace that I was able to complete this work. I wish to thank Egerton University for allowing me to carry out this study. I also extend my sincere gratitude to colleagues, relatives, and friends, whose prayers, encouragement, and support, led to the successful completion of this research.

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I sincerely thank the teachers and students of the six schools in Malindi Town who assisted me in the collection of data for analysis. I hope that the findings of this research will improve their study of the English Language and make their learning experience worthwhile.

While I am grateful for all the guidance, help, and suggestions from friends and colleagues, I take all responsibility for any errors in this work.

ABSTRACT

This morphosyntactic study analyses the Interlanguage of Kiswahili speaking learners of English at secondary school level. Recent studies in the Coastal region of Kenya have revealed that Kiswahili plays the role of first language or fluent second language for most of the population in this region. Learners in Malindi Town of Kilifi County have continually registered poor results in the Kenya Certificate of Secondary Examination English examination. Research in Second Language Acquisition has shown that some of the errors the learners make can reveal the Second Language processing procedures the learners have acquired and the strategies they use to navigate in the target language. The general objective of this study was to analyze the non-target-like syntactic sequences and morphological forms in the interlanguage of the learners in order to determine the strategies they used to navigate in English. Guided by Processability Theory as proposed by Manfred Pienemann (1998, 2005) and the theory of Interlanguage by Selinker (1972), the study also identified the second language processing procedures the learners had acquired. The data was collected using a grammatical task covering a variety of grammatical concepts appropriate for the learners. Students' essays written independently of this study were also analysed. Data was collected from six secondary schools. The population sample consisted of 173 students who were randomly selected from forms one, two, and three. The data collected was qualitatively analysed for non-target-like sequences and morphological forms in line with the theoretical framework of this study. The non-target-like sequences and morphological forms in the sentences of the learners revealed deviations in word order, negation, interrogatives, tenses, auxiliaries, clause linkage, word derivations, and inflections. These non-target-like syntactic sequences and morphological forms came about as a result of strategies such as communication and learning, overgeneralization, transfer of training, and language transfer which the learners employed to navigate English. The research also revealed that learners used strategies of communication such as paraphrase (approximation, word coinage, circumlocution) and repetition more than language transfer, overgeneralization, and transfer of training. It is hoped that the outcome of this research contributes to the field of knowledge with regard to Second Language Acquisition and benefits teachers, teacher-trainers, and curriculum developers as they endeavor to help students develop high levels of proficiency in English.

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LIST OF ABBREVIATIONS

EA	Error Analysis
GT	Grammatical Task
IL	Interlanguage
KCSE	Kenya Certificate of Secondary Education
KICD	Kenya Institute of Curriculum Development
KIE	Kenya Institute of Education (now KICD)
KNEC	Kenya National Examinations Council
NTL	Non-target-like

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Curriculum developers rightly maintain that English instruction should primarily focus on developing both grammatical and communicative competence, as mastery of the language is a valuable lifelong objective (KIE, 2002). While oral proficiency receives significant attention in second language learning, writing remains a vital skill for students to succeed academically and beyond. Writing fosters organization, logical reasoning, and creativity in learners (KIE, 2002). According to Kuiken and Vedder (2012), there are situations where written communication holds greater importance than spoken language. Within the Kenyan curriculum, writing skills are explicitly taught and assessed. Strong writing abilities are essential across all disciplines—including sciences, humanities, and social sciences—as they enable students to convey understanding and articulate ideas effectively. Individuals who write proficiently can express themselves clearly and creatively, and this ability is highly valued by employers. Consequently, the syllabus highlights the need to help learners achieve writing competence by applying the language structures they have been taught.

Although English holds great significance in Kenya, students' overall performance in national examinations has remained below expectations. The combined mean scores of 77.68 (2014), 80.58 (2015), 68.06 (2016), 73.55 (2017), and 72.78 (2018) reflect inconsistent and generally low achievement compared to the ideal mean score of 100 (50%) (Kenya National Examinations Council Report, 2019). The report suggests that weak grammar performance may reflect the students' limited proficiency in English. It further notes that candidates struggled particularly with grammar, displaying major challenges in punctuation, spelling, sentence construction, and subject–verb agreement.

Malindi Sub-County has 58 secondary schools (38 public, 20 private). In Malindi town, there are 26 secondary schools, 7 public and 19 private schools (Malindi Sub-County Education Office, 2018). In Malindi Sub-County, the performance in English is similarly dismal. It is worth noting that in the year 2015, out of the 2573 students who sat for the KCSE exam in the sub-county, only one student scored an A in English. In a period of seven years, from 2016 to 2022, no student has scored an A in the subject. The mean score for the sub-county for these seven years has remained D+ and below and this reveals a worrying trend in the performance

of the students. A summary of the results in English for the years 2016-2022 is shown in Table 1.1.

Table 1.1: Malindi Sub-County English performance (2016 -2022)

Year	No. of students registered	Mean score
2016	2707	2.7029 (D)
2017	2897	2.9715 (D)
2018	3097	3.4583 (D)
2019	2480	4.3472 (D+)
2020	2536	3.724 (D+)
2021	4393	3.345 (D)
2022	4567	3.737 (D+)

Source: Malindi Sub-County Education Office (2022)

Most learners in Kenya are multilingual. According to Myers-Scotton (1993), over 75% of Kenya’s population can communicate effectively in Kiswahili, and most people speak a different indigenous language as their first language. Webb and Kembo-Sure 2000 and Republic of Kenya (1999) affirm that there are approximately 42 languages spoken in Kenya. Of the 42, Kiswahili, which is natively spoken along the East African Coast, has been given the status of a national language and is an official language alongside English (The Constitution of Kenya, 2010). English is used in parliament, in the judiciary, to conduct government business, and most importantly as a medium of instruction in institutions of learning. For most Kenyans, access to English comes largely through formal education. In the school setting, mastery of English makes the learning of other subjects easier. English is, therefore, a very important language and mastery of it exposes an individual to numerous opportunities both locally and internationally. As Jegede (2012) opines, the medium of instruction or the language in which education is conducted has profound implications in all educational systems. It is the language used to teach fundamental skills and knowledge to the public, and through which knowledge is created and shared. As such, this language plays a crucial role, as it can either improve or hinder the quality of education.

A study by Kisaka (2015) on the cultural factors hindering mastery of the English language in primary and secondary schools in Kilifi County, identified frequent usage of Kiswahili and Mother Tongue when speaking at home, the declaration that English is a foreign language and the belief by the local community that speaking English at home is a sign of pride and disrespect

as the main cultural practices that hinder good mastery of English. This study sheds light on the learners' attitude towards English.

According to Mutiga (2013) in the Kenyan Coastal region, as well as in major urban centres, Kiswahili is used by a large number of citizens who speak it as their first language. Hinga (2015) also asserts that for most of the population on the Coast of Kenya, Kiswahili plays the role of L1. She observes that many students at the coast, whose first language is not Kiswahili, cannot communicate in their indigenous languages. Such students speak Kiswahili as their first language. This clearly shows that Kiswahili plays an important role in the region and its influence should not be ignored.

As with other agglutinative languages, Kiswahili forms complete words by combining distinct roots and morphemes, each carrying a specific meaning (Essays, 2013). Although Kiswahili and English's basic word order is Subject-Verb-Object (SVO), in Kiswahili the verb is inflected to indicate the subject and sometimes the object. Additionally, in Kiswahili, tense, aspect, and mood are expressed by inflectional prefixes (Booij, 2007; Haspelmath & Sims, 2010). For example, in the word the Kiswahili word *aliwapokea*, the morphemes *a* represents third person singular subject, *li* the past tense, *wa* the object or recipients of the action *poke* the stem of the word and *a* the final vowel that is characteristic most verbs in languages of Bantu origin. Hobson (1999) states that inflectional morphemes play "a much bigger role in agglutinative languages than they do in Germanic and Italic languages because much of the meaning and many of the grammatical relationships are conveyed by the use of morphemes" (p. 16). Haspelmath and Sims (2010) explain that a language's place on the polysynthetic spectrum can be measured by calculating its degree of synthesis. Based on this measure, Kiswahili has an average of 2.55 morphemes per word, whereas English averages 1.68.

Research in second language acquisition (SLA) has demonstrated that typological differences between languages can create challenges for learners (Akiding, 2020). Therefore, this study examined the interlanguage (IL) morphosyntactic sequences of Kiswahili-speaking learners of English to identify the second language processing methods they had developed and to understand the strategies they employed to navigate in English.

1.2 Statement of the Problem

The purpose of this study was to determine the second language processing procedures the learners of English had acquired and, using the non-target-like syntactic sequences and morphological forms in their IL, determine the strategies they use to navigate in English. This

study looked at the IL of form one, two, and three learners. Although competence in English is an important requirement for career advancement both locally and internationally, students of Malindi Town (the targeted learners in this study), still struggle to express themselves in written English. This is despite their early exposure to the English language.

Many IL studies conducted in various linguistic environments have shown that learners from different linguistic backgrounds experience L2 in different ways. This study investigated the second language processing procedures learners have acquired and determined the strategies they use to navigate in English in a heterogeneous but predominantly Kiswahili speaking linguistic environment of Malindi Town.

1.3 Objectives of the Study

The general objective of the study was to determine the second language processing procedures and the strategies used by learners in the formation of non-target-like syntactic sequences and morphological forms. The following were the specific objectives of the research:

- i. To examine the non-target-like syntactic sequences and morphological forms in the interlanguage of the learners
- ii. To establish the second language processing procedures in the learners' syntactic sequences and morphological forms
- iii. To explore the learners' strategies that lead to the formation of non-target-like syntactic sequences and morphological forms

1.4 Research Questions

- i. What are the non-target-like syntactic sequences and morphological forms in the interlanguage of the learners?
- ii. What are the second language processing procedures in the learners' syntactic sequences and morphological forms?
- iii. What are the strategies used by learners in the formation of non-target-like syntactic sequences and morphological forms?

1.5 Justification of the Study

Learners of a second language in any context are expected to use the language they have learnt to communicate competently in both written and spoken forms. However, the poor performance of English in national examinations reveals a deficiency in the competence of

students in English. There is, therefore, a need to shed more light on the Interlanguage of the learners by studying the patterns of Interlanguage processes between English and Kiswahili. This study focused on the learners' non-target-like syntactic sequences and morphological forms in order to determine the second language processing procedures they have acquired at each level and the strategies they use. Knowledge about the Second Language procedures acquired by learners as they progress from one level to another and the strategies they use in their learning of a second language will aid in improving performance in English and other subjects in the Kenya Certificate of Secondary Education (KCSE) examinations. The teachers of English will find the findings of this study useful as the knowledge of the strategies the students use can impact their teaching and assessment in the classroom. The KICD will also benefit from the findings especially when preparing the English syllabus for secondary students and in-service courses for teachers of English. The results of this study have contributed to the body of research that has been done on second language acquisition.

1.6 Scope

This study focused mainly on the IL processes used by learners in the formation of morphologically and syntactically non-target-like sentences. Chosen for the study were seven syntactic categories such as word order, interrogatives, tenses, negations, auxiliaries, clause linkage, and prepositional phrases. The morphological forms analysed were word derivations and inflections in the areas of singularization, pluralization, tense, aspect, and number. These syntactic categories and morphological forms were selected because of their common occurrence in the learners' writing to permit adequate analysis. This study also investigated the SL processing procedures the learners had acquired by analyzing their IL syntactic sequences and morphological forms. Other syntactic categories such as adverbials, adjectivals, determiners, and relativization were not analysed. In addition to this, other aspects of their IL such as phonology, semantics, and pragmatics were not analysed due to time constraints.

One of the limitations of this study was the observer's paradox since the researcher had to collect data from learners who were not familiar with her. To overcome the observer's paradox, the researcher visited the schools prior to the collection of the data and informed the teachers and students of the purpose of the research. Furthermore, grammatical tasks as a means of collecting data for this study may have had the disadvantage of manipulation. As Hinga (2015) points out, the learners' natural and spontaneous output of daily utterances and free writings are better than elicitation tasks. To counter this limitation, the researcher analysed students' essays written independently of this study. This helped to corroborate the findings of the

grammatical task. Secondly, most developmental studies work well with a longitudinal approach. However, the high cost and the time required to carry out a longitudinal study would have constrained the study. To counter this, the study adopted a sequential cross-sectional approach which is economical and effective. This enabled the researcher to study a large number of subjects with different levels of competence. Lastly, this study was conducted in a linguistically heterogeneous environment. The NTL constructions were analysed for deviations as they relate to Kiswahili. Deviations caused by other languages such as Kigiriyama, Pokomo, Arabic, and Somali, were not considered. For this reason, the results of this study may not be widely generalizable.

1.7 Operational Definition of Terms

The following are the definitions of terms that were used in this study:

Acquisition: Since this term can be interpreted in many different ways (Pallotti and Peloso 2008), in this study, a learner is said to have acquired a grammatical structure if the said structure emerges in the learner's interlanguage (Pienemann, 1998, 2005). Acquisition, therefore, refers to the emergence of a grammatical structure in the interlanguage of a learner.

Agglutinative language: This is a language in which words are composed of a sequence of morphemes which represent different grammatical categories. For example, the Kiswahili word *tutamshinda*, *tu* represents first person plural subject, *ta* future tense, *m* the object or receiver of the action, *shinda* the stem of the verb.

Base: Refers to that part of a word to which affixes can be added. For example, **respons-** in the words **irresponsible**. The suffix **ir-** and the prefix **-ible** have been added to form the word **irresponsible**.

Bilingual: A bilingual in this study is a person who speaks at least two languages. There are sequential and simultaneous bilinguals. A sequential bilingual acquires one language followed by another while a simultaneous bilingual acquires two languages from birth. In this study, no distinction is made between the two types.

Competence: This refers to one's underlying knowledge of the system of a language – its rules of grammar, its vocabulary, and all the pieces of a language and how those pieces fit together. Within Chomskyan linguistics, competence is the implicit and abstract knowledge of a language possessed by native speakers, which allows them to produce, and distinguish the difference between grammatical and ungrammatical forms. Competence contains information that not only generates grammatical sentences, but also informs speakers of what is impossible in their languages.

First Language: This is chronologically the first language acquired by a learner or a person's mother tongue. In multilingual communities, however, where a child may gradually shift from the main use of one language to the main use of another, that is, because of the influence of a second language, first language may refer to the language the child feels most comfortable using.

Interlanguage: This is a term coined by Selinker (1972) which means a type of language produced by second and foreign language learners who are in the process of learning a language. The term generally refers to the linguistic system that underlies learner language.

Inversion: In this study, inversion means the reversal of normal word order, that is, placing a verb ahead of the subject (Nordquist, 2020). For example, in the sentence *Little did I know that the heavy rains had destroyed the bridge*, the subject 'I' comes after the auxiliary verb **did**. In a normal word order, the sentence would read 'I did not know that the heavy rains had destroyed the bridge.'

Language Proficiency: This is the ability of an individual to speak or perform well in an acquired language because of training and practice. It can also be defined as the degree or skill with which a person can use a language, such as how well a person can read, write, speak or understand language.

Language Transfer: Sirbu (2015) defines language transfer as the effect of learners' first language on their production of the language they are learning. It is the effect of one language on the learning of another. There are two types of language transfer; positive and negative transfer. Negative transfer is the use of a native language pattern or rule which leads to an error or inappropriate form in the target language. Positive transfer, on the other hand, makes learning easier as the learner transfers rules or patterns which are acceptable in the target language.

Lemma: This is used to refer to the abstract representation of words. In this study, lemma means 'word' especially as it relates to the second language processing procedures developed by Pienemann (1998,2005) in his Processability Theory.

Morphosyntax: In this research, morphosyntax is the study of morphological and syntactic properties of linguistic or grammatical units.

Second Language: This is the additional language that is learnt by somebody after the first language or mother tongue is acquired at home. It is referred to as a second language even if it may actually be the third, fourth or tenth to be acquired. In this study, English is the second language.

Second Language Acquisition: This term refers to the process of learning another language after the native language has been learned.

Target Language: Any other language, apart from the first language that a learner is acquiring. In this study, English is the target language.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter explores the broad range of studies conducted by scholars in the area of Second Language Acquisition (SLA), with a specific focus on Interlanguage. The literature on the developmental stages in SLA is examined and an outline of the relationship between IL and error analysis explained. The chapter also discusses the studies conducted in morphosyntax and interlanguage with the main focus on the strategies that learners use to navigate in a second language. The theoretical framework is given by outlining the theories of interlanguage and Processability which have guided the analysis of the data collected.

2.2 Developmental Stages in SLA

SLA researchers are interested in figuring out how learners acquire an additional language after acquiring the L1. Hence, research in SLA has focused on describing the paths learners follow in the learning of a second language. Numerous studies in SLA have focused on factors which may explain the course of a second language. Although some researchers in SLA have argued against a fixed order and sequence of acquisition (Tarone & Liu, 1995), others (Booij, 2007; Braidì, 1999; Ellis, 2015; Haynes, 2007; Perdue, 1996) have argued in favour of developmental stages. Ellis (2015) observes that many studies in SLA have proved that all learners irrespective of their first language follow a similar order and sequence when learning the grammar of a second language. Booij (2007) on the other hand outlines three stages of morphological acquisition as suggested by Berko (1958). In the first stage, children learn a number of verbs by rote. In this stage, they can produce correct regular and irregular forms. In the next stage, the learners discover the rule for past tense but will overgeneralize. This comes before the last stages where they finally acquire both the rule and the set of exceptions. Perdue (1996) also discusses the first stages of SLA. He outlines the three fundamental questions in SLA; what is acquired and in what order, how it is acquired and why it is acquired. In his paper on pre-basic varieties, he argues that there are stages through which all learners pass and these stages can be characterized explicitly. Braidì (1999) asserts that learners display two main developmental sequences in their L1 acquisition. They learn to use past tense forms of irregular verbs, that is, after learning -ed for regular verbs. This is followed by a restructuring of their grammars again to apply the past tense rule -ed to regular verbs only. In other words, learners restructure their existing linguistic knowledge system by changing from correct to incorrect and then correct again. Haynes (2007) similarly identifies five distinct stages of SLA as originally supported by

linguist Stephen Krashen. These stages include pre-production (also known as the silent period), early production, speech emergence, intermediate fluency to advanced fluency. During these stages, the learner progresses from using words in the target language without fully understanding them, to forming short (often grammatically incorrect) phrases, and eventually to acquiring up to 6,000 words and constructing complex sentences with relative ease. As Husseinali (2016) rightly points out, the aim of research in SLA should be to trace the learning journey and observe how the second language gradually develops, rather than simply focusing on the final outcome. It is important for all stakeholders to understand the process of how SLA takes place. As such, a comprehensive framework should not only describe the evolving linguistic system but also explain the steps learners took to reach that stage. It is in line with this that the current study aims at identifying and describing the processing procedures in the learners' syntactic sequences and morphological forms.

Alanen et al. (2010) affirm that SLA research is primarily interested in the “development of L2 proficiency, complexity, accuracy and fluency, in particular”. They describe L2 as a complex, dynamic process which is mostly investigated through L2 products or utterances of L2 performance produced at certain points in time under specific circumstances. They also indicate that some aspects of L2 development such as negation, question formation, tense and aspect have been the focus of L2 research over the years. In line with this, Pallotti (2007) observes that for over four decades now, much research has been carried out on the order in which structures develop in a second language. She argues that research on developmental sequences, which make general claims about certain language structures appearing before others, must establish clear acquisition criteria. These criteria should define the specific conditions that must be met to determine that a particular structure has been successfully acquired. She maintains that the aim of SLA analysis should be the discovery of developmental orders, for example, how a certain structure emerges and gradually spreads out in the IL of the learner. However, there is contention among SLA scholars as to what acquisition really entails. Pallotti and Peloso (2008) mention that some authors consider a structure acquired when it is “accurately used in 60%, 80% or 90% of cases”. This view has been opposed by those who favour emergence, which means that a structure can be considered acquired when it emerges in the IL of the learner. Braidı (1999) notes that acquisition is determined by the appearance of a grammatical feature in the learners' IL, rather than how accurately they use it. According to Pienemann (1998), a new structure can appear in the IL of a learner only when cognitive procedures needed for producing it can be handled by the learner. According to this view, a high degree of mastery

is not a prerequisite for acquisition. This means that acquisition can be interpreted in many different ways from the emergence of a structure in the IL of the learner to a high level of mastery. In the current study, acquisition is considered to have taken place when the structure emerges in the IL of the learner.

Of particular interest to the current study is Husseinali's (2016) analysis of the developmental stages of the IL of learners of Arabic as a foreign language. He collected natural data from six English-speaking Arabic L2 college-level learners at different levels at two different points of time. His main focus was how the four agreement combinations of gender and number developed on three Arabic structures. The findings reveal an order in the acquisition of seven syntactic structures, as well as a relationship of dependency among four agreement combinations. They also confirm that there is variation in how easily different structures within the same stage can be processed. In other words, structures at the same stage are not always processable simultaneously. Husseinali's (2016) study focuses on Arabic L2 college-level learners and employs the longitudinal method of data collection. The current study departs from this research as it makes use of the sequential cross-sectional method where three groups of secondary school learners at different levels of learning are examined.

2.3 Learners' Errors in the Process of SLA

Corder (1981) argues that a learner's errors provide evidence of the system of the language the learner is using, that is, that he has learnt a particular point in the course. He argues that these errors are significant in three different ways. First to the teacher, in that they tell him, if he undertakes a systematic analysis, how far towards the goal the learner has progressed and, consequently what remains for him to learn. Second, they provide to the researcher evidence of how language is learnt or acquired, and what strategies or procedures the learner is employing in his discovery of the language. Thirdly, they are indispensable to the learner himself, because the making of errors is considered a device the learner uses in order to learn. This means that studying the learner's IL – where their errors can be examined – is extremely important.

Apart from describing the path the learners follow in the acquisition of a second language, researchers in SLA have also endeavored to identify the main problems that learners and teachers of SLA face. Several studies in Kenya have examined the influence of L1 on performance in a second language. Atwetwe (2013), whose research mainly focused on the phonological implications of students' frequent use of mother tongue in school context, found

that L1 had a negative influence in the performance of secondary students in English. Later Akumu (2014) and Oduor (2016) investigated how the oral and written proficiency of students is affected by their communicative patterns. It emerged from the studies that code-switching and other communicative patterns influenced the way students spoke and wrote in the English language. These findings indicate that a learner's L1 is of paramount importance in the learning of a second language. They help in explaining some of the phonological and lexical errors made by learners in the course of learning English as a second language.

Akiding (2020) carried out an analysis of grammatical and lexical errors in the writing of English-speaking learners of Kiswahili as a foreign language. The report affirms that these learners struggle with lexical and grammatical aspects of Kiswahili such as noun class system and the many agglutinative verbs. Lexical errors included overgeneralized borrowing of English vocabulary into Kiswahili and misuse of synonyms. This study clearly reveals that these two languages, English and Kiswahili, can influence each other.

Research conducted by Awuor (2015) on the acquisition of English passive constructions by Dholuo speaking pupils established that there is a lot of influence of Dholuo pseudo-passive structure on the latent English passive IL structure. These findings indicate that learners can overgeneralize L2 rules as they relate to their L1. The study, however, stops at that and does not investigate the other strategies that learners use in their learning of L2. Macharia's (2013) study on how a learner's L1 influences L2's orthography unveils that aspects of learner's L1 phonology can lead to misspelling of certain words. Mocho (2013) also analysed Idakho learners' syntactic errors in the use of Kiswahili. The outcome details that these errors appear in areas of pronominal, adverbial, verbal and subject prefixes. These analyses clearly denote that a learner's first language influences the second in different ways.

Wambugu et al. (2018) ascertain that there is a connection between the learners' errors and the learning process. Mwinamo (2017) also discusses the influence of social networking on learners' writing. These studies which were done in different linguistic environments indicate that learners use strategies of learning such as transfer, strategies of SL communication, overgeneralization and strategies of language learning. However, they also reveal that the strategies the learners use vary depending on factors such as level of learning, first language and the linguistic environment. These studies, however, do not connect the errors the learners make to their development in the SL they are learning. The current study addresses this issue

by investigating what the NTL syntactic sequences and morphological forms in the interlanguage of the learners reveal about their acquisition of English as a second language.

2.4 Interlanguage and Learner Strategies

Ellis (1985) records that the term “Interlanguage” was first used by Selinker (1972). Tavakoli (2012) observes that studies into IL mainly focus on describing the competence of second language learners and identifying the source of that competence. Tavakoli (2012) also describes an IL as a personal language system formed by a second language learner, which retains certain elements of their first language and may apply some second language rules too broadly. This combination of characteristics creates the distinct structure of the interlanguage.

Proponents of IL theory view errors as not just a jumble of errors all caused by the learner’s L1 (Han & Tarone, 2014) but as signs that a learner is experimenting with or evaluating a hypothesis about the language system they are in the process of learning. This view makes learners’ errors key in the study of SLA. Selinker (1972) introduces the concept of fossilization which according to him occurs when an individual learner’s development ceases before he attains native-like competence in the target language. Fossilization is a feature of adult language and not child language. Han and Tarone (2014) describe fossilization as ‘the most enduring characteristic of IL’. Selinker (1972) believes that evidence for IL can be found in fossilization, that is, phonological, morphological and syntactic features in the speech of the L2 speakers that are different from the TL rules even after years of instructions.

The assumptions underlying IL are outlined in Ellis (1985) as follows:

- a. at any given time the approximate system is distinct from the L1 and SL
- b. the approximate systems form an evolving series
- c. in a given contact situation the approximate systems of learners at the same stage of proficiency roughly coincide

Selinker (1972) outlines the factors that shape the IL rules as L1 transfer, previous learning strategies, strategies of SL acquisition, SL communication strategies and overgeneralization of SL patterns.

Research in IL has been of interest to linguists for over four decades now. Bayley and Tarone (2012) summarized the most recent research in IL, which has supported the position that IL is systematically and predictably variable in response to some sociolinguistic variables as other natural languages. In relation to this, Han and Tarone (2014) note that in most studies, second

language learners tend to use more formal – and often more target-like- speech when focusing on their language use, such as during speaking carefully, editing or writing. In contrast, when their attention is on conveying meaning, their speech becomes less formal and more reflective of interlanguage characteristics.

Several studies in Kenya have investigated learners' strategies in SL. Mahero (2014), on the utilization of IL strategies by multilingual pre-scholars in Kenya, ascertained that the learners' IL was at the lower end of the IL continuum. This explains the challenges the learners experience in learning English. The findings from Mwaniki's (2001) syntactic analysis of the IL of Kikuyu learners of English show that there is a relationship between the distribution and the frequency of different types of syntactic errors. Thus, the proficiency of the learners increased as they progressed. Similarly, Choge (2016) conducted a morphosyntactic analysis of Kiswahili essays of Kinandi first language speakers. This study sought to shed light on the psycholinguistic difficulties faced by the learners. The study identified the influence of Kinandi and the complexities of Kiswahili as a second language as some of the sources of the psycholinguistic challenges the learners faced. Another research conducted by Wambugu et al (2018) investigated the connection between the IL processes and the learning processes revealed in the errors contained in the written English of form three students in public secondary schools in Naivasha Sub-County. The IL processes identified were transfer of language, strategies of second language communication, overgeneralization and strategies of second language learning. Though the current study also investigates the NTL forms in the written work of the students, its main focus is the NTL syntactic sequences and morphological forms. It also goes a step further to determine the second language processing procedures the learners have acquired and conducts a comparative analysis of learners at different levels.

The studies discussed above have concentrated on the strategies that learners use to navigate in a SL, especially as they relate to the learners' L1. The findings provide useful insights into how L1 influences L2 but they do not determine the second language processing procedures the learners have acquired as revealed by their NTL syntactic sequences and morphological forms. Despite the fact that IL has been researched extensively in different parts of Kenya, not much research known to the researcher has focused on the second language processing procedures acquired by learners. Moreover, research in IL reveals that a study of what strategies SL learners in specific linguistic environments employ in the learning of a SL would provide useful insights into how the SL is learned. The current study, therefore, investigated the IL systems of learners in Malindi Town and endeavored to identify the SL processing procedures

they had acquired and to determine how the strategies they use to navigate in English led to the formation of morphologically and syntactically NTL sentences.

2.5 Theoretical Framework

This study was based on Processability Theory by Manfred Pienemann (1998,2005) and supported by the Theory of Interlanguage as proposed by Selinker (1972). Processability Theory is a cognitive-based framework for understanding second language development. It aims to explain how learners gradually organize their interlanguage (IL) systems to align more closely with the structures of the target language. According to the theory, learners reorganize their language knowledge in a predictable sequence, progressing only as far as their current developmental stage allows. This progression occurs through a series of stages that are consistent among learners. The core idea of the theory is that acquiring a second language involves developing the procedural skills necessary to process linguistic structures. Saric (2016) emphasizes that grammatical structures emerge in the learner's Interlanguage in a predictable sequence, and that no development stages can be bypassed. This explains what is observed in the learners that, even when learned, target language rules (morphology, syntax etc.) may not appear in the learner's interlanguage for some time. According to this view, the learner's Interlanguage is described as "the sum of all the rules the learner has acquired up to a certain point".

In line with Pienemann (1998,2005) the reasoning behind Processability Theory is that at any stage of development, a learner is only able to produce and understand the linguistic forms that their current language processor can handle. The theory's approach to language production is based on several key principles:

- processing components operate largely automatically and are generally not consciously controlled;
- processing is incremental;
- the output of the processor is linear, while it may not be mapped onto the underlying meaning in a linear way;
- grammatical processing has access to a temporary memory store that can hold grammatical information.

Studies based on Processability Theory (Husseinali, 2016; Xiaojing Wang, 2011) have demonstrated its effectiveness in predicting the developmental path of any second language. These studies confirm that learners cannot skip developmental stages. However, Processability

Theory does not claim that everything a learner is capable of processing will necessarily be acquired. Rather, it emphasizes that features beyond a learner's current processing ability will not be acquired. This implies that a learner can progress to higher stages even if some features from earlier stages have not yet fully developed (Pienemann 1998,2005). Ellis (1994) outlines Corder's (1981) four consecutive steps in the investigation of errors; a corpus of language is selected, the errors in the corpus are identified and finally classified and explained. In the identification stage, the errors are described based on omission, selection, addition and disordering of some elements. Processability Theory does not outline the strategies that the learners use to learn grammatical structures. Thus Selinker's (1972) Theory of Interlanguage was used to investigate the strategies that shape the Interlanguage morphology and syntax of the learners. This theory states that there is a dormant psychological framework in the human brain that is activated when one attempts to learn a second language. It suggests a separate linguistic system which is different from the learner's first language and equally different from the target language. Selinker (1972) proposed that five main processes are involved in the development of Interlanguage. These include:

1. Language transfer
2. Overgeneralization of target language rules
3. Transfer of training (i.e. rule enters the learner's system as a result of instruction)
4. Strategies of second language learning (i.e. an identifiable approach by the learner to the material learned)
5. Strategies of second language communication with the native speakers

Tavakoli (2012) notes that the five processes represent the methods learners use to internalize the second language system. These processes help learners make the learning task more manageable. He emphasizes that Interlanguage plays a crucial role in Second Language Acquisition, as it is important to understand the learner's language system in its own terms. By applying this theory, the study was able to simplify the psycholinguistic explanations behind the processes and strategies that lead to the development of non-target-like syntactic sequences and morphological forms in the learners' Interlanguage.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research design, study population, location, sampling procedures, instruments for data collection and data analysis.

3.2 Research Design

This study used descriptive research design. Kothari (2004) describes descriptive studies as those which are concerned with describing characteristics of a particular individual or group. According to Nassaji (2015), a descriptive research design is better suited for investigating Second Language Acquisition, particularly in situations where conducting tightly controlled experimental studies is challenging or unfeasible. Since this study sought to describe the Interlanguage of the learners by analyzing their non-target-like syntactic sequences and morphological forms, descriptive research design was useful in identifying characteristics, correlations and trends. This study used a sample of 173 learners who comprised three hierarchically placed groups of secondary school learners, that is, form one, two and three, in low, average and high performing schools. The research design enabled the researcher to describe the second language processing procedures acquired by the learners, to describe the non-target-like syntactic sequences and morphological forms and to determine the strategies they were using.

3.3 Location of the Study

The research was carried out in six secondary schools in Malindi Town. The location was chosen because it is an urban centre that is largely cosmopolitan and because of its unique linguistic composition where majority of its inhabitants speak Kiswahili as a first language or a fluent second language. Although majority of the residents of Malindi Town speak Kiswahili as their first language, this area is still home for people from different ethnic backgrounds. This area was chosen for the study because, for the past six years (2012-2018), it has continually registered poor results in English at KCSE level. This area was of interest to the researcher as no similar research known to the researcher has been done in the area. Figure 1 is a map of Malindi Sub-County and its neighboring sub-counties of Magarini, Bahari and Ganze.

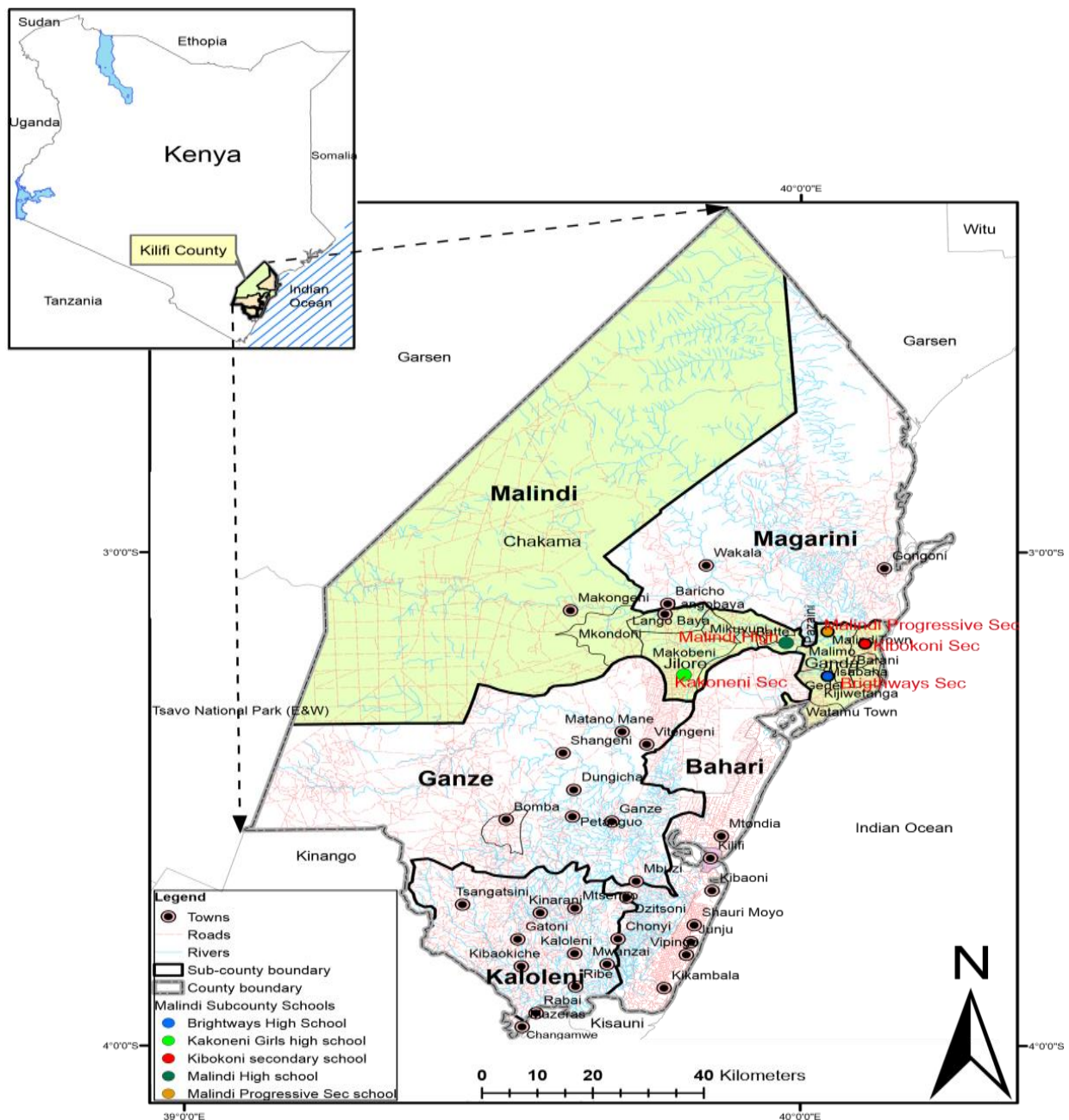


Figure 3.1: A Map of schools in Malindi Town

Source: Kenya National Bureau of Statistics (2013)

3.4 Population and Sampling Techniques

The population comprised 173 students in form one, two and three from six secondary schools in Malindi Town. Sixty (60) from form one, fifty-six (56) form two, and fifty-seven from form three. This age group was chosen because, like Gibbons and Ramirez (2004) rightly point out, it is in the teens that higher levels of language proficiency are acquired. Teenage is therefore a vital period for achieving full bilingualism and biliteracy. There are 26 secondary schools in Malindi Town, 19 of which are private and the remaining 7 are public. The time factor and

distances involved if one were to visit all of them would have made the cost of the study prohibitive. Due to these constraints, only six schools in Malindi Town were considered. As Milroy and Gordon (2003) assert, a large sample does not necessarily ensure accuracy. Handling any kind of linguistic data is demanding and this limits the sample size. The sample size chosen was therefore adequate because from each category there were two schools chosen. A simultaneous cross-sectional approach which is described by Kothari (2004) as simple and efficient was employed because it provides data from various age groups and allows for the investigation of developmental patterns. Three groups of hierarchically organized learners, that is, form one, two and three students were used. The form fours were not involved to allow them adequate time to prepare for their KCSE examinations. Simple random sampling was used to select the streams for study in each of the schools. Simple random sampling was also used to select ten students in each of the classes. The six schools in Malindi Town were selected using purposive sampling. The researcher purposively chose two schools from the categories of high performing, average performing and low performing. This was aimed at ascertaining whether the problem under investigation also affected students in high performing schools or only those in average and low performing schools. Stratified sampling was also used to select the six schools from such categories found in the town as public and private schools, boarding schools and day schools.

3.5 Data Collection Tools

Two instruments were used in the collection of data for this study: a grammatical task and students' essays.

3.5.1 Grammatical Task

The students of the selected schools were given a variety of sentences to rewrite as instructed (Appendix II). This grammatical task consisted ten English sentences containing syntactic sequences and morphological forms appropriate for their level as the sentences were selected from their KICD approved course books. As Alanen et al (2010) correctly observes, researchers can create a series of communicative tasks to examine the linguistic characteristics of learner output. The non-target-like sentences written by the learners were investigated for second language processing procedures acquired. Syntactic sequences and morphological forms were analysed for deviations in word order, interrogatives, negation, tenses, auxiliary verbs, clause linkage, prepositional phrases, inflections for tense, aspect and number and singularization and pluralization. From these non-target-like forms, the strategies used by the learners were determined.

3.5.2 Students' Essays

The non-target-like syntactic sequences and morphological forms from the students' essays were analysed for second language processing procedures acquired by learners, deviations in the seven syntactic categories and the strategies that led to the formation of non-target-like syntactic sequences and morphological forms. These essays were used to corroborate the findings of the grammatical task.

3.6 Data Analysis and Interpretation

The researcher collected the data using Grammatical Task and students' essays. The Grammatical Task administered to the students in the chosen sample group was analysed qualitatively in line with the theoretical framework of the study. The researcher sought to identify the second language procedures acquired by learners and through a detailed analysis of their non-target-like syntactic sequences and morphological forms determine the strategies used by learners in the formation of such non-target-like sequences and forms. The research instruments consisted of a grammatical task containing sentences covering different aspects of grammar suitable for the learners. Essays written independent of this study were also analysed to corroborate the findings of the grammatical task. In the task, ten sentences covering different aspects of syntax such as word order, interrogatives, negation, tenses, auxiliaries, clause linkage and prepositional phrases and morphological forms such as word derivations, singularization, pluralization and inflections for tense, aspect and number were administered to the learners. The participants were required to rewrite the sentences according to the given instructions without altering the meaning. They were not allowed to use resources such as dictionaries or grammar books. They were given only thirty minutes in which to complete the task, that is, three minutes for each of the ten sentences they were required to reconstruct. The learners' ability to process the outlined morphological forms and syntactic sequences was determined using the developmental hierarchy for processing morphosyntactic structures as proposed by Manfred Pienemann in his Processability Theory. Corder's (1981) steps in the investigation of errors were used to classify the errors as based on omission, selection, addition or disordering of elements. The non-target-like sentences were then analysed for deviations in the seven syntactic categories in the study. The non-target-like sentences were also analysed for the strategies of second language learning and second language communication as proposed by Selinker (1972) in his theory of Interlanguage. The non-target-like sequences and morphological forms were counted and percentages worked out. The distribution of non-target-like syntactic sequences and morphological forms was compared among the different levels of

learners in the three categories of schools and among the learners in the three categories of schools. Though this was a qualitative study, the non-target-like syntactic sequences and morphological forms were counted and measured. Dörnyei (2007) rightly points out that qualitative data can help establish categories that allow specific aspects to be measured quantitatively.

3.7 Ethical Considerations

The study was carried out in secondary schools. The students, who were the respondents in this study, were below the age of eighteen years and were, therefore, considered minors. The researcher consequently sought permission from the principals and the teachers in charge in the respective schools before engaging the students in any task. The researcher also assured the students that their names or the names of their schools would not be disclosed in the research report. The researcher also sought further permission to carry out research from the National Commission for Science, Technology, and Innovation (NACOSTI) and other relevant authorities. The research authorization permit from NACOSTI is attached as Appendix IV.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

The purpose of this study was to identify the second language processing procedures developed by Kiswahili-speaking learners of English, to describe the non-target syntactic patterns and morphological forms present in their interlanguage, and to examine the strategies they employed in producing these non-target-like structures. This chapter is divided into three sections. The first focuses on the learners' non-target-like syntactic sequences and morphological forms, the second examines the second language processing procedures acquired by the learners, and the third discusses the learners' strategies. The non-target-like syntactic sequences and morphological forms are taken from learners' non-target-like sentences from the Grammatical Task and essays, samples of which are attached as Appendix I and III.

4.1.1 Linguistic Composition of the Learners

Since this study was conducted in Malindi Town, which is linguistically heterogeneous, it was necessary to ascertain the linguistic composition of the learners in order to determine the dominance of Kiswahili in the town. The learners who participated in the study were therefore asked, through, a questionnaire to give their first language and to indicate which language they preferred most in their interactions with others. The findings are shown in the Table 4.1:

Table 4.1: Learners' first language

Language	Number of Learners	Percentage
Kiswahili	74	42.77
Kigiriana	64	36.99
Pokomo	9	5.2
Arabic	6	3.46
Somali	6	3.46
Kamba	3	1.73
Digo	2	1.15
Orma	2	1.15
Kikuyu	2	1.15
Gujarati	1	0.578
Dholuo	1	0.578
Kibajuni	1	0.578
Hindi	1	0.578
English	1	0.578
Total	173	100

Majority of the learners in Malindi Town speak Kiswahili as their first language. They constitute 42.77% of the learners (Table 4.1). This supports the findings of Mutiga (2013) and Hinga (2015), who note that most people living along Kenya's Coast region use Kiswahili as their first language. The other local languages account for the remaining 57.25%. Kiswahili continues to be the most commonly preferred language among learners, including those whose mother tongue is not Kiswahili (see Figure 4.1).

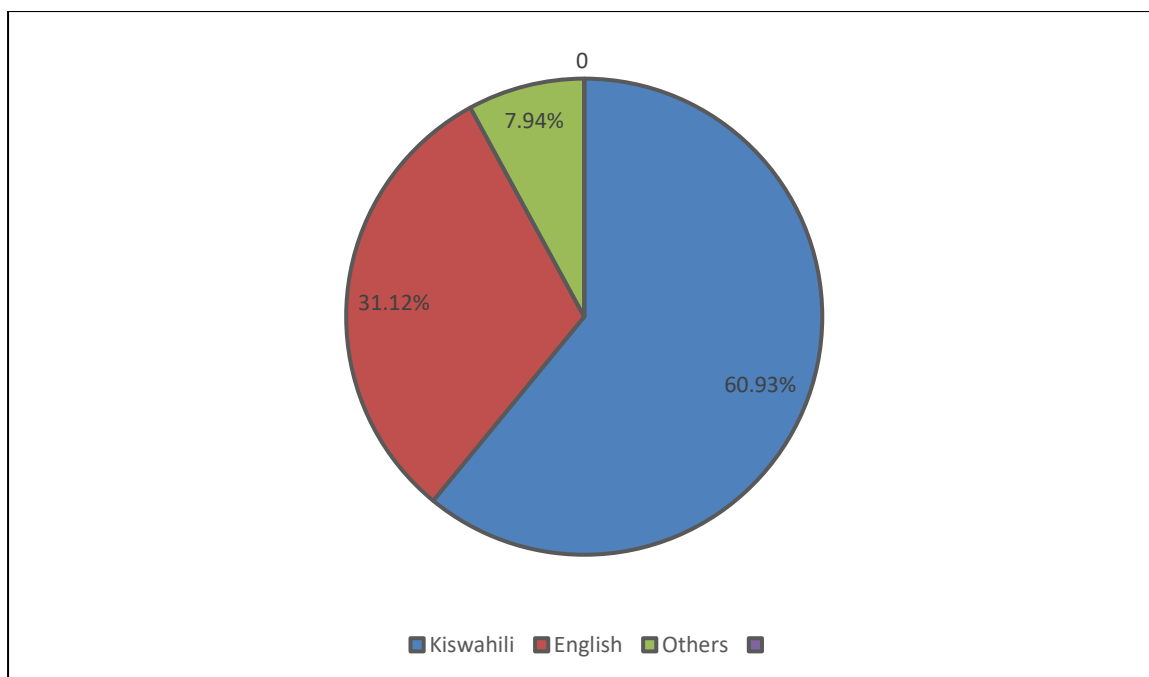


Figure 4.1: Language most preferred by learners

Majority of the learners (60.93%) preferred Kiswahili to other languages. 54 (31.12%) of the learners termed English the most comfortable for them. Only 14 (7.94%) of the learners preferred their mother tongue to Kiswahili and English. This validates the findings of a study conducted by Oduor (2016) who mentions that in most urban areas it was common to find students who could not speak their native language. For most of the respondents whose first language is not Kiswahili, Kiswahili is spoken as a fluent second language.

This further supports what Hinga (2015) says that the majority of the young people at the Coast of Kenya who belong to other tribes still speak Kiswahili as their first language. This confirmation was very important to this research as it revealed that many learners, though belonging to different ethnic groups, still find Kiswahili easier to speak than their indigenous languages. It also confirmed the influence of Kiswahili at the Coast and proved that it must have a significant bearing on the Interlanguage of the learners in Malindi town.

4.2 NTL Syntactic Sequences and Morphological Forms in IL of Learners

The first objective of this study was to describe the non-target-like syntactic sequences and morphological forms in the Interlanguage of the second language learners. This was done through the analysis of the non-target-like syntactic sequences for deviations (or errors) in the seven syntactic categories of Word Order (WO), Negation (N), Interrogatives (IN), Auxiliaries (AUX), Tenses (TS), Clause Linkage (CL) and Prepositional Phrases (PP). The non-target-like morphological forms were analysed according to deviations in Word Derivations (WD),

Singularization and Pluralization (SP), and Inflections (IF). Firstly, the study looked at the distribution of non-target-like syntactic sequences from the Grammatical Task administered to the students and from the students' essays. The distribution of non-target-like sequences in the seven syntactic categories was summarized as shown in Table 4.2:

Table 4.2: Distribution of non-target-like syntactic sequences from grammatical task and essays in the seven syntactic categories

Syntactic Category	No. of NTL Syntactic Sequences from GT	%	No. of NTL Syntactic Sequences from Essays	%	Total No. of NTL Syntactic Sequences	%
Word Order (WO)	918	56.7	180	13.51	1098	37.2
Negation (N)	191	11.79	15	1.13	206	6.98
Interrogatives (IN)	87	5.37	7	0.53	94	3.18
Auxiliaries (AUX)	222	13.71	95	7.13	317	10.74
Tenses (TS)	54	3.33	280	21.02	334	11.31
Clause Linkage (CL)	119	7.35	195	14.63	314	10.64
Prepositional Phrases (PP)	28	1.73	560	42.04	588	19.92
Total	1619	100	1332	100	2951	100

All non-target-like syntactic sequences obtained from the Grammatical Task and essays totaled to 2,951 (Table 4.2). These were analysed for deviations in the seven syntactic categories outlined in this study. Word Order (37.2%) constituted the highest number of non-target-like sequences. Learners also exhibited difficulties in Prepositional Phrases (19.92%) and Tense (11.3%).

4.2.1 Word Order (WO)

Sentences are made up of words. A well-formed sentence must have words arranged in a certain order for it to make sense. Like Thomas (1993) explains certain words only appear in certain positions or in certain combinations. A learner may acquire many English words but if he does not know how to put them together to form a correct sentence then he cannot use English effectively. Thomas (1993) asserts that a well-formed grammatical conforms to the rules of

syntax while an ungrammatical one does not. This implies that there are rules governing how words can be ordered to form grammatical sentences.

In this activity, learners were assigned a grammar task that involved rewriting sentences beginning with specific words or changing the sentence structure without altering the meaning of the original sentences. In some of the sentences, the learners were expected to invert to construct syntactically well-formed sentences. Inversion entails interchanging the position of the verb (especially the auxiliary verb) with that of the subject. It occurs in contexts such as in the formation of interrogatives and in sentences where the negative adverb comes at the beginning. Some of the sentences the learners tackled can be syntactically illustrated as follows:

A) We shall never again fall for their lies. (Before inversion)

S → NP + VP

NP → PRO

PRO → We

VP → V_{gp} + PP

V_{gp} → Aux + Advp + V

Aux → MOD

MOD → shall

Advp → Adv1 + Adv2

Adv1 → never

Adv2 → again

V → fall

PP → P + NP

P → for

NP → Det + N

Det → their

N → lies

B) Never again shall we fall for their lies. (After inversion)

S → AdvP + VP

AdvP → Adv1 + Adv2

Adv1 → Never

Adv2 → Again

VP → V_{gp} + PP

Vgp → AUX + NP + V
 AUX → MOD
 MOD → shall
 NP → PRO
 PRO → We
 V → fall
 PP → P + NP
 P → for
 NP → Det + N
 Det → their
 N → lies

(S – sentence, NP – Noun Phrase, VP – Verb Phrase, Vgp – Verb Group, Aux – Auxiliary verb, Advp – Adverb Phrase, PP – Prepositional Phrase, P – Preposition, Det – Determiner, N – Noun)

When a sentence is written in the normal word order, the syntactic categories are arranged as shown in sentence A above where the subject (PRO) comes before the auxiliary verb (AUX). In the inverted version of sentence B, the AUX ‘shall’ precedes the PRO ‘We’.

In the Grammatical Task, 56.7% of the learners were unable to rewrite the sentences using the correct word order. Examples of the non-target-like sentences written by learners are given below (the correct versions are indicated in brackets for all non-target-like sentences in this study):

1. Under no circumstances **my father would** not allow us to attend night parties. (*Under no circumstances would my father allow us to attend night parties.*)
2. On no account **strangers are** not allowed into the compound. (*On no account are strangers allowed into the compound.*)
3. Not once **he did** not mention her to me. (*Not once did he mention her to me.*)
4. Never again **we shall** fall for their lies. (*Never again shall we fall for their lies.*)
5. So bright **he was** that he scored A’s in all subjects. (*So bright was he that he scored As in all subjects.*)

A syntactical representation of one of the non-target-like sentences above (no. 4) is shown below:

S → AdvP + VP
 AdvP → Adv1 + Adv2
 Adv1 → Never
 Adv2 → Again
 VP → Vgp + PP
 Vgp → NP + Aux + V
 NP → PRO
 PRO → we
 AUX → MOD
 MOD → shall
 V → fall
 PP → P + NP
 P → for
 NP → Det + N
 Det → their
 N → lies

The illustration above demonstrates the learner's failure to invert the position of the auxiliary "shall" with the pronoun "we," resulting in a non-target-like sentence.

In their essays, majority of the learners completely avoided using inversion. Examples of non-target-like sentences written by learners are shown in examples 6 and 7:

6. Not only **the students** were new to me but also the teachers and other workers. (*Not only were the students new to me but also the workers.*)
7. Not only at school but also at home **it has** been one of my unifying factors. (*It was a unifying factor not only at home but also at school.*)

The learners' order of words in sentences was also analysed. The English language has well laid down rules on how words should follow each other in a syntactically well-formed sentence. The learners' non-target-like sentences were marked with disorders in the arrangement of words such as learners using personal pronouns with their antecedents in the same position. Examples of these non-target-like sentences are given. A syntactical representation of the first non-target-like sentence is also shown:

8. **The senior teacher he** write down my name. (*The senior teacher wrote down my name.*)

S → NP1 + VP

NP → Det + A + N

Det → The

A → senior

N → Teacher

VP → NP2 + Vgp + Adv + NP3

NP2 → PRO

PRO → he

Vgp → AUX + V

AUX → tense

Tense → Present

V → write

Adv → down

NP3 → Det + N

Det → my

N → name

9. **All his wealth it** was taken by the government. (*All his wealth was taken by the government.*)
10. **Other youth they** can even wear bad clothes which they don't have manner and seems to walk on the streets without ashaming themselves. (*Other young people could dress indecently and walk out in the open without feeling embarrassed.*)
11. These days **most childrens they** have spoil their mind looking bad movies... (*These days most children ruin their minds by watching inappropriate movies...*)
12. She came back with the sad news that **Erick he** had been caught stealing and he was being beaten be people in town. (*She came back with the sad news that Erick had been caught stealing mangoes in town and beaten by a mob.*)
13. **Most of the people who go to the library they** have been making noise instead of reading. (*Most people who go to the library have been making noise instead of reading.*)

In some cases, the learners used adverbs to describe nouns. Other times the learners simply positioned words in the wrong order. Examples 14 and 15 demonstrate this:

14. I make a tea before I wearing my **nicely dress** from Brazil. (*I make some tea before I put on my nice dress from Brazil.*)
15. We have missed you so much **those all years** you have left us and went to Brazil. (*We missed you for all those years you were in Brazil.*)

In examples 8-11, the learners use the Noun Phrase with its pronoun in the same position in the sentence. In example 14, the learner uses an adverb **nicely** to describe the noun **dress**. This flaunts the rule of word order in a Noun Phrase. In other non-target-like sentences, prepositional phrases were either misplaced or omitted, resulting in incorrect word order.

16. The senior teacher carried **for my locker up to the class form one**. (*The senior teacher carried for me my locker up to the form one class.*)
17. You have here my word **I no you will come the ceremony**. (*Now that you have heard me, I know you will come to the ceremony.*)
18. I thank God for opportunity I have get to inform you that **my elder sister graduating** come next April. (*I thank God for the opportunity to inform you that my sister is graduating next April.*)
19. Hope this letter reach you in good time and help looking forward for you reply thanks in advance. (*I hope this letter reaches you in good time so that you can reply soon.*)
20. All we know him? (*Do we all know him?*)

In example 16, the learner uses the Prepositional Phrase ‘**for my locker**’ as the object of the transitive verb ‘carried’ and then writes ‘**up to my class form one**’ instead of ‘**up to the form one**’ class. In example 68, the learner omits the preposition **to** in the Prepositional Phrase ‘**to the ceremony**’. This results in an incorrect word order. In example 18, the auxiliary verb is omitted while in examples 19 and 20 the words are disordered.

It is worth noting that in some sentences in the Grammatical Task where the correct order of words was not used, the meanings of the sentences were distorted. Some of the sentences appeared target language but were non-target-like considering the context in which they were constructed. For one of the sentences in the Grammatical Task, ‘The workers will only resume duty when their wages are increased. (Begin: Only...), learners’ constructions were as follows:

21. Only the workers resume duty when their salaries are increased.
22. The workers resume duty when their wages are increased.
23. Only the workers will resume duty when their wages are increased.

24. Only workers will resume duty when their wages are increased.

Sentences 21–24 may seem target-like at first glance, but they become non-target-like when considered in the context of the question, whose correct response should be “**Only when their wages are increased will the workers resume duty.**” The discussion above clearly shows that word order poses a significant challenge for learners as they strive to acquire English as a second language.

4.2.2 Negation (N)

The Grammatical Task administered to the students required the students to negate sentences. Negation in English is characterized by the use of the adverb ‘not’, but some negative adverbs such as **hardly, rarely, scarcely, barely** and negative adverbial phrases like **no sooner, under no circumstances** can perform the same function. The table above shows that 11.79% of all the non-target-like syntactic sequences in the Grammatical Task were from negation. In the essays, 6.98% of the non-target-like syntactic sequences were based on negation. It is important to note that the learners completely avoided using negative adverbs in their essays, opting instead to use the adverb “*not*” whenever negation was necessary. In the Grammatical Task, the non-target-like sentences in negation were characterized by the use of double negatives. The learners used the word ‘not’ together with other negative adverbs which led to non-target-like sentences as illustrated below:

25. **Under no circumstances** my father would **never** allow us to attend night parties.
(Under no circumstances would my father allow us to attend night parties.)
26. **Under no circumstances** my father would **not** allow us to attend night parties. *(Under no circumstances would my father allow us to attend night parties.)*
27. **On no account** by the security officers strangers are **not** allowed into the compound.
(On no account are strangers allowed into the compound without the security officer’s permission.)
28. **On no account** strangers are **not** allowed into the compound without the security officer’s permission. *(On no account are strangers allowed into the compound without the security officer’s permission.)*
29. **Not once** he did **not** mention her to me. *(Not once did he mention her to me.)*
30. **Not once** did he **not** mention her to me. *(Not once did he mention her to me.)*

In the above examples, the learners used the adverb ‘not’ together with the negative adverb consequently making the sentence non-target-like. Though each learner came up with

variations of the same sentence, they all used the common negator ‘not’ with the negative adverbial at the beginning of the sentence hence creating double negation. Some of the learners when instructed to change a statement to an interrogative resorted to making the sentence negative. For example, a learner came up with ‘**Don’t we all know him?**’ The sentence, when considered without the instruction, appears target-like but is incorrect because the learner has altered its semantic meaning. In their essays, the learners avoided using the negative adverbs as earlier mentioned. Instead, they mostly used the common adverbial negator ‘not’. However, some of them used ‘never’ and ‘no’. Double negation was still observed in learners’ essays as illustrated in the non-target-like sentences below:

31. **Without** wasting **no** time I went to my bedroom to dress. (*Without wasting any time, I went to the bedroom to dress.*)
32. Since I was eager to attend the wedding I did **not** have **no** time to waste. (*Since I was eager to attend the wedding, I did not waste any time.*)
33. Surely it was a **bad** moment that I had **never** seen. (*Surely, it was the worst incident I had ever seen.*)

4.2.3 Interrogatives (IN)

In the Grammatical Task, learners were required to change two sentences from statements to interrogatives. Most of the learners were able to form questions in sentences where the auxiliary verb was in the surface structure of the sentence. In the sentences ‘**Illiteracy can impede development**’ and ‘**We all know him**’ only 5.37% of the sentences constructed were non-target-like. 94.63% of the learners’ constructions were target-like, ‘**Can illiteracy impede development?**’ and ‘**Do we all know him?**’ respectively. However, some of the learners came up with sentences such as ‘**How can illiteracy impede development?**’, ‘**Does illiteracy can impede development?**’, ‘**Are we all know him?**’ which reveal that the learner knows the rules of question formation, that is, questions can be formed using interrogative words such as ‘how’ and auxiliary verbs, but applies them in the wrong context. This was mostly observed in higher-level than lower-level learners. Some learners retained the declarative word order when constructing their questions. For example:

34. We all know him? (*Do we all know him?*)
35. Illiteracy can impede development? (*Can illiteracy impede development?*)

. Other learners formed question tags instead of interrogative sentences.

36. Do we? (*Do we all know him?*)
 37. Can I? (*Can illiteracy impede development?*)

In the essays, non-target-like sentences in interrogatives were also due to learners writing indirect questions in question word order, for example:

38. I wondered **who was the one.** (*I wondered who it was.*)
 39. The second day I want to know **who is our teachers...**(*On the second day, I wanted to know who our teachers were.*)

4.2.4 Auxiliaries (AUX)

The learners' use of auxiliary verbs (both primary and modal) was also analysed. Auxiliary verbs, though crucial in the formation of interrogatives and in inverted sentences, posed a challenge to the learners. Out of the 2,951 non-target-like constructions, 317 (10.74%) of them stemmed from incorrect use of auxiliary verbs. In the Grammatical Task, the learners were asked to reconstruct sentences using auxiliary verbs through inversion or through changing of statements to questions. The non-target-like sequences obtained from the Grammatical Task revealed that the learners omitted the auxiliary verbs from their constructions or in other cases, changed them from one form to another without considering the semantic implications of such moves. Auxiliary verbs are used together with the main verbs to show the tense and number in the case of primary auxiliary verbs and to express ability, possibility, permission, obligation and insistence in the case of modal auxiliary verbs like can, could, will, would, shall, should, may, might, need and ought to. In the use of auxiliary verbs to form questions, examples of learners' non-target-like sentences are given below:

40. Does illiteracy impede development? (*Can illiteracy impede development?*)
 41. Could development impede development? (*Can illiteracy impede development?*)
 42. Do illiteracy impede development? (*Can illiteracy impede development?*)
 43. All we know him? (*Do we all know him?*)
 44. Does illiteracy can impede development? (*Can illiteracy impede development?*)
 45. Are we all know him? (*Do we all know him?*)
 46. We know him? (*Do we all know him?*)

All the above non-target-like sentences were in response to the instruction to change the statement '**Illiteracy can impede development**' to an interrogative. Some sentences, such as 40 and 41, may appear target-like but are actually non-target-like within the context in which

they were used. In examples 41, and 45 the learners use the auxiliary verbs **could** and **are** instead of the modal auxiliary **can**. In examples 43 and 46, the learners omit the auxiliary verbs altogether. The meaning of the original sentence is changed when a different auxiliary verb is used to form an interrogative.

In other cases, the learners omitted the auxiliary verb in inverted sentences as illustrated in the examples below:

47. Not once he mention her to me. (*Not once did he mention her to me.*)
48. Not only the newspaper educate but also inform. (*Not only should newspapers educate but also inform.*)
49. Not once he mentioned her to me. (*Not once did he mention her to me.*)
50. Never again fall for their lies. (*Never again will we fall for their lies.*)
51. Never fall for their lies. (*Never again will we fall for their lies.*)
52. Only the workers resume duty when their wages are increased. (*Only when their wages are increased will the workers resume duty.*)
53. Scarcely one of the passengers began to scream when the plane just took off. (*Scarcely had the plane taken off when one of the passengers began to scream.*)
54. So bright that he scored A's in all subjects. (*So bright was he that he scored As in all subjects.*)

In examples 47-54, the learners omit the necessary auxiliary verbs. When the auxiliary verbs, which are key in inversion, are omitted, the sentences formed are non-target-like.

Some of the learners did not omit the auxiliary verbs but changed them from modal to primary or replaced them with other auxiliary verbs. The non-target-like sentences written included:

55. Under no circumstances my father is going to allow us to attend night parties. (Learner uses **going to** instead of **would**)
56. On no account strangers are not allowed into the compound without permission. (Learner uses **are** instead of **should**)
57. On no account will strangers be allowed into the compound with the security officer's permission. (Learner uses **will** instead of **should**)
58. Scarcely do the passengers scream when the plane had just taken off. (Learner uses **do** instead of **had**)
59. Not only do newspapers educate but also inform. (Learner uses **do** instead of **should**)

60. Not once has he mentioned her to me. (Learner uses **had** instead of **did**)

As explained earlier, some of the learners' sentences, for example, number 60, may appear target-like but are non-target-like considering the context in which they were constructed.

4.2.5 Tenses (TS)

The learners' non-target-like sequences were analysed for deviations in subject-verb agreement, auxiliary-main verb agreement and consistency in the use of tenses within compound and complex sentences. A total of 334 non-target-like syntactic sequences in the use of tenses were selected from the Grammatical Task (54) and the essays (280). Non-target-like sequences in the use of tense constituted 11.31% of all the non-target-like sequences in the study. In the grammatical task, where learners were instructed to rewrite sentences without changing their meaning, some altered the tense of the original sentences, thus modifying the intended meaning. For example, instead of **Scarcely had the plane taken off when one of the passengers began to scream**, the following non-target-like sentences were recorded:

61. Scarcely **were** the passengers when the plane just taken off. (*Scarcely had the plane taken off when one of the passengers began to scream.*)
62. Scarcely plain took off and the passengers begun screaming. (*Scarcely had the plane taken off when one of the passengers began to scream.*)
63. Scarcely the plane went off when the passengers began to scream. (*Scarcely had the plane taken off when one of the passengers began to scream.*)
64. Scarcely when the passengers began to scream than the plane just took off. (*Scarcely had the plane taken off when one of the passengers began to scream.*)
65. Scarcely one of the passengers began to scream when the plane just took off. (*Scarcely had the plane taken off when one of the passengers began to scream.*)
66. Scarcely the plane took off had one of the passengers began to scream. (*Scarcely had the plane taken off when one of the passengers began to scream.*)

The non-target-like sentences 61-66 reveal the learners' difficulty in using the tense and aspect in the original sentence. Learners change from the perfective aspect in the past to the simple past tense as the non-target-like sentences reveal. The learners appear to be more at ease using the past tense than the perfective aspect, often reverting to it naturally when expressing themselves. In other non-target-like sentences, the learners used the tenses inconsistently. This was especially the case in complex sentences or compound sentences where the learners had

to deal with two or more verbs in the same sentence. This is shown in the following examples from the Grammatical Task:

67. So he **scored** A's because he **is** bright. (*So bright was he that he scored As in all subjects.*)
68. Scarcely when the plane **had just take off** one of the passengers **screaming**. (*Scarcely had the plane taken off when one of the passengers began to scream.*)
69. Not only the newspapers **educating** but also **inform** at the same time. (*Not only should newspapers educate but also inform.*)
70. Not only should the newspapers **educated** but also **inform** at the same time. (*Not only should newspapers educate but also inform.*)

Such like non-target-like sentences were more evident in the essays than in the Grammatical Task. In the essays, the learners' non-target-like sentences were as follows:

71. Her parents and relatives **were** very happy **seeing** their daughter going to the next level. (*Her parents and other relatives were very happy to see their daughter move to the next level.*)
72. Lilian's father **was** very **shocked** and **sweating** so as her wife too. (*Lilian's parents were very shocked.*)
73. So they **had** to come back particularly to our constituency and **picked** three young men who each of them was **complaining** that he had lost a lot of cattle. (*They eventually came back to our village with the three young men who had been complaining that they had lost many cows.*)
74. The rumour **was** about my younger brother who **has joined** with gangsters. (*The rumour was my younger brother who was suspected to be a member of a criminal gang.*)
75. We **prepared** as much as possible my auncl with many things from Brazil **likes** a cakes, fruits. (*We prepared many things like fruits and cakes to welcome my uncle from Brazil.*)

Other learners omitted the past tense marker in past tense verbs causing lack of concord in the verb phrases. The following non-target-like sentences from the learners' essays illustrate this:

76. And the day **end**. (*And the day ended.*)

77. I thank God for the opportunity I **have get** to inform you that my elder sister graduating come next April. *(I thank God for this opportunity I have to inform you that my elder sister is graduating next April.)*
78. After I came to Administration he **take** me to senior teacher and he **gave** me a locker and then he **show** me... *(After I reached the Administration Block, the teacher on duty introduced me to the senior teacher who gave me a locker and directed me to class.)*
79. I **have write** this letter because I don't want to miss. *(I have written this letter because I don't want to miss.)*
80. I **have just complete** my degree course. *(I have just completed my degree course.)*

In other non-target-like sentences, the learners used the present tense of the verb where the past tense would have been appropriate:

81. When I **go** to class I **was fear** because I don't know anyone there, and I **see** one of my friend who is called Vincent, and I **was** late because my friend they **started** learning and I **take** the notes and I **started** to write. *(When I went to class, I was afraid because I felt there was nobody I knew. Fortunately, I saw my friend Vincent and I was very happy. Later, I took Vincent's exercise books to copy notes in order to make up for what I had missed.)*
82. I **lift** my brother trying to look what **is** on him; nothing I **found**. *(I lifted my brother from the ground to see what was wrong with him. Nothing was wrong with him.)*
83. The youths **are destroy** their lives doing on bad thing... *(Young people are doing many wrong things which destroy their lives.)*

Other learners used transitive verbs where intransitive ones would have been more appropriate and vice versa:

84. After the calm **ushered** in, people from all corners of the village... *(After the situation calmed down, people from all corners of the village...)*
85. The issue was **rised** and taken forward to the county commissioner. *(The issue was raised and reported to the County Commissioner.)*
86. He started to **rise** his temper. *(His temper began to rise.)*

In other cases, the learners used the verb 'be' as a tense marker:

87. When I go to class I **was** fear because I don't know anyone there... (*When I went to class, I was afraid because I didn't know anybody.*)

88. The youths **are** destroy their lives on doing bad thing which can lead terrible on their country. (*Young people are doing many wrong things which destroy their lives and their country.*)

4.2.6 Clause Linkage (CL)

Non-target-like sentences in Clause Linkage were characterized by omissions of necessary connectors in sentences and phrase and the use of conjunctions in inappropriate contexts. In the Grammatical Task, most of the non-target-like sentences involved the omission of conjunctions, especially correlative conjunctions. These conjunctions, which work in pairs, were left incomplete with only one part written. The following non-target-like sentences illustrate this:

89. Not only newspapers should educate and inform at the same time. (*Not only should newspapers educate but also inform at the same time.*)

90. So he scored A's in all subjects due to his brightness. (*So bright was he that he scored As in all subjects.*)

91. Not only I think newspapers should educate also inform at the same time. (*Not only should newspapers educate but also inform at the same time.*)

92. Not only should newspapers educate and inform at the same time. (*Not only should newspapers educate but also inform at the same time.*)

93. So for his bright he scored A's in all subjects. (*So bright was he that he scored As in all subjects.*)

94. So he was bright and scored A's in all subjects. (*So bright was he that he scored As in all subjects.*)

95. Not only newspapers should educate inform at the same time. (*Not only should newspapers educate but also inform at the same time.*)

In non-target-like sentences 89-95, the learners leave out part of the correlative conjunction. In examples 89, 91, and 92 the learners use **not only** without its counterpart **but also**. In examples 93, 94 and 95 the learners use **so** without its counterpart **that**. In other non-target-like sentence, the learners used connectors to link verbs or phrases of unequal grammatical value. For example, a learner came up with **Lilian's father was very shocked and sweating**. The words

shocked and **sweating** which are ‘adjective’ and ‘verb’ respectively are inappropriately linked since they belong to different syntactic categories.

Learners also used inappropriate connectors to link words, that is, where a subordinating conjunction was required, they used a coordinating conjunction and vice versa. The following non-target-like sentences illustrate this:

96. We had already finished paying at the cashier **and** heard people screaming from outside. (Learner uses **and** instead of **when**. *We had hardly finished paying when we heard people screaming outside.*)

97. We were all scared **and** our lives were on their hands. (Learner uses **and** instead of **because**. *We were all scared because our lives were in their hands.*)

98. My cousin and I went straight back home **and** this time we took a taxi because we were still afraid of what will happen next. (Learner uses **and** instead of **but**. *My cousin and I went straight back home but this time we took a taxi because we were still afraid of what could happen.*)

Some of the learners used one connector to join many clauses in the long sentences they constructed. This was mostly observed in the essays. Examples of these are given below:

99. Finally we had some siren **but** we did not know how the police were informed **but** that was not the problem **but** we all thanked God for that. (*Finally, we heard a siren although we didn't know that the police were already informed. We were all grateful to God for everything.*)

100. I knocked the door **but** she didn't respond to me I shouted again to her **but** all I knewed from her she was asleep because it was very late at night. (*I knocked on the door but she didn't respond. I shouted again but there was no response. She was probably asleep because it was late at night.*)

101. Our bus had hit a matatu **and** some of my school members were badly injured **and** all of the matatu passengers died on the spot. (*Our bus collided head on with a matatu. Some of my fellow students were badly injured. Unfortunately, all the passengers in the matatu died on the spot.*)

Other learners used coordinating conjunctions where correlative conjunctions would have been more appropriate:

102. I was afraid **and** I did not know what to do. (Learner should have written '*I was so afraid that I did not know what to do.*')
 103. I was shocked **and** stand rooted on the ground. (Learner should have written '*I was so shocked that I stood rooted on the ground.*')
 104. I was really happy **and** I couldn't hid my happiness. (Sentence should have been '*I was too excited to hide my happiness.*')

In some of the non-target-like sentences, the learners omitted the conjunctions completely leaving the phrases and clauses without the necessary connectors. Examples 105-112 below illustrate this:

105. The doctor said that they had bleed too much had they need somebody to donate blood for them. (*The doctor said that they had lost too much blood and they needed an emergency blood transfusion.*)
 106. A gentleman came along me he had long hair, dressed on a white gown which shone like a star. (*A gentleman came near me. He was dressed in a shiny white gown and he had long hair.*)
 107. If you loose a game doesn't mean that you are failures, we accepted the state. (*If you lose a game, it does not mean that you are failures. We accepted the outcome.*)
 108. It exercise help me to have a healthy body, become strong. (*Exercise helps me to have a strong healthy body.*)
 109. Basketball is a game help people to remove stress among people. (*Basketball helps people to relieve stress.*)
 110. I no you very well I what to tell you we will be having a ceremony for my sister. (*I know you very well and that's why I am telling you we will be having a celebration for my sister.*)
 111. It will be on Sunday April it will start on 3:00p.m. (*It will be on Sunday in the month of April and will start at 3:00 p.m.*)
 112. You have here my word I no you will come the ceremony. (*Now that you have received this information, I know you will come to the ceremony.*)

4.2.7 Prepositional Phrases (PP)

The non-target-like sentences in the Grammatical Task and the essays were analysed for deviations in the use of Prepositional Phrases. The findings show that the non-target-like forms revolved around:

- a) Learners using a preposition instead of another
113. Before **twinkle** of an eye the area was surrounded by a crowd. (**before** instead of **within**. *Within the twinkle of an eye a crowd surrounded the area.*)
114. The evening went in a snail's speed...(instead of ...**at snail speed**. *The evening moved at snail speed.*)
115. We were all scared and our lives were on their hands. (instead of ...**in their hands**. *We were all scared because our lives were in their hands.*)
- b) Learners using a preposition or prepositional phrase where one was not necessary
116. On no account **of the security officer permission** strangers are not allowed into the compound. (*On no account should strangers be allowed into the compound without the security officer's permission.*)
117. On no account **of the security officer's** stranger should not be allowed into the compound. (*On no account should strangers be allowed into the compound without the security officer's permission.*)
118. Can illiteracy impede **to** development? (*Can illiteracy impede development?*)
119. Only the workers **of whom** their wages are not increased they will resume duty. (*Only after their wages are increased will the workers resume duty.*)
120. Could development impede **into** illiteracy? (*Can illiteracy impede development?*)
121. Under no circumstances **of my father** would allow us to attend night parties. (*Under no circumstances would my father allow us to attend night parties.*)

In the essays, the following non-target-like sentences were observed:

122. I was looking for other means **for me** to enter inside the house but all what I found is nowhere. (*I was looking for other ways to enter the house in vain.*)
123. We paid **for** the entry fee. (*We paid the entry fee.*)
124. I recovered **to** my normal condition. (*I recovered completely.*)
125. I won't ever get **on** my whole life. (*I won't ever be the person I was before.*)
126. He stepped **at** me on my foot... (*He stepped on my foot.*)
- c) Learners omitting the necessary prepositions or prepositional phrases in sentences
127. Surely, I went back home crying alone and also **sympathized my friend**. (Instead of '...I sympathized **with** my friend)
128. You have here my word I no you will come the ceremony. (instead of '...come **to** the ceremony)

d) Learners using prepositional phrases as modifiers inappropriately

129.and I was still struggling to squeeze it he admired me **in critically condition**
(...and as I was still struggling to squeeze it, he looked at me admiringly.)

130. Within the shake of the lamb's tail the doctor came hugged my father **with a joy overflow...** *(Within a shake of the lamb's tail, the doctor came and hugged my father happily.)*

131. My father jumped **with an excitement...** *(My father jumped excitedly.)*

132. I came to confirm **to it...***(I came to confirm.)*

133. The whole first day came and they introduce **to themselves...***(The first day came and they introduced themselves to us.)*

From the discussion above, it emerges that prepositions and prepositional phrases were a source of non-target-like sentences for learners at all levels of learning. In the Grammatical Task, out of the 1098 non-target-like syntactic sequences taken from the learners' sentences, 918 were due to incorrect word order (WO). However, in the essays, the area of greatest difficulty for the learners was using prepositions and prepositional phrases. The non-target-like sequences in prepositions and prepositional phrases from the Grammatical Task were 28 (1.73%) as compared to 588 (19.92%) from the essays.

The non-target-like syntactic sequences written by learners were compared in order to ascertain which learners had the most difficulty in which areas. The findings were summarized as shown in Figure 4.2:

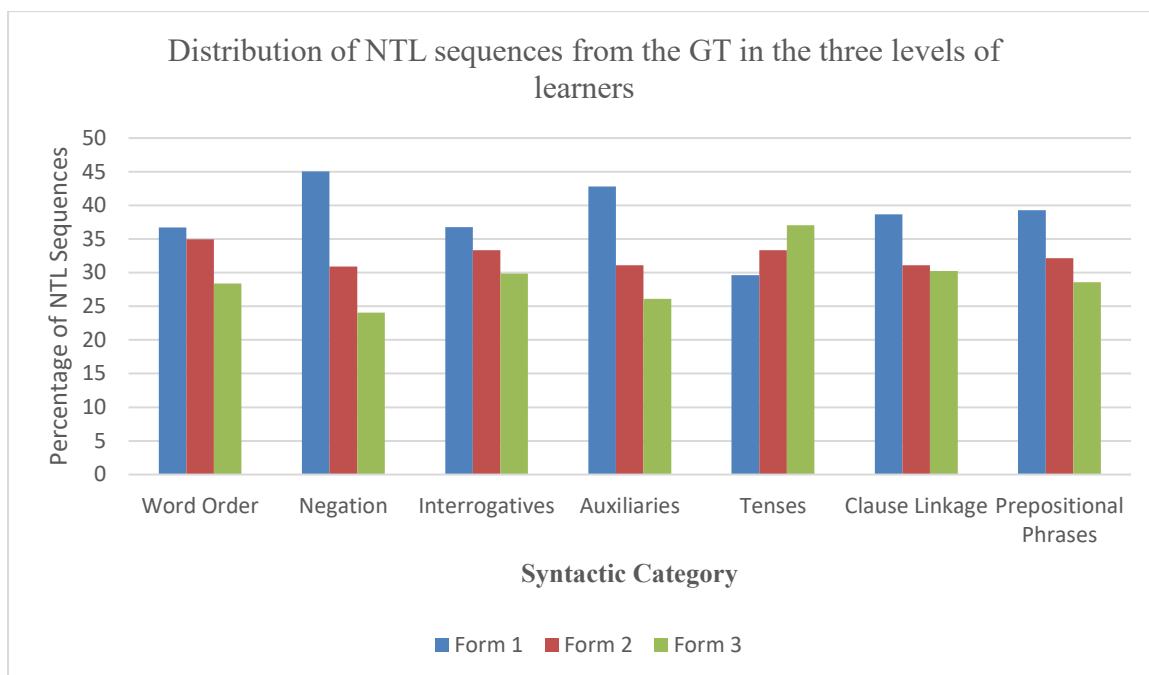


Figure 4.2: *Distribution of NTL sequences from the GT in the three levels of learners*

In all the syntactic categories except tenses, the form one learners had the highest number of non-target-like sentences at 623 (38.48%), form two learners followed closely with 542 (33.47%) and the form three learners had 454 (28.04%). Learners in the three levels had difficulties constructing sentences with the correct word order as earlier observed. In the Grammatical Task, non-target-like sentences written by form one learners in the Word Order syntactic category constituted 41.67%. The form two learners contributed 36.11% and form three learners 22.22%.

Table 4.3: NTL Sequences from learners at different levels

Syntactic Category	Form One		Form Two		Form Three		Total		
	No. of	%	No. of	%	No. of	%	No. of	%	
	NTL		NTL		NTL		NTL		
	Seque.		Seque.		Seque.		Seque.		
Word Order (WO)	75	41.67	65	36.11	40	22.22	180	13.51	
Negation (N)	9	60	3	20	3	20	15	1.13	
Interrogatives (IN)	2	28.57	2	28.57	3	42.85	7	0.53	
Auxiliaries (AUX)	39	41.05	28	29.47	28	29.47	95	7.13	
Tenses (TS)	69	24.64	90	32.14	121	43.21	280	21.02	
Clause Linkage (CL)	64	32.82	82	42.05	49	25.12	195	14.63	
Prepositional Phrases (PP)	283	50.53	179	31.96	98	17.5	560	42.04	
Total	290		449		593		1332		100

An important observation in the non-target-like sequences obtained from both the Grammatical Task and the essays is backsliding. As attested by Selinker (1972) backsliding, which involves learners getting wrong what they seem to have already learnt, occurs when learners are under some pressure or they have unconsciously started to apply a grammar rule. The learners in form one had the fewest non-target-like sequences while the learners in form three had the most non-target-like sequences in this category. In the Grammatical Task, form one learners contributed 29.62%, form two learners 33.33% and form three learners 37.03%. This is probably because verb system is given a lot of emphasis in class eight and form one. In form two and three, other concepts in grammar are given more emphasis making the learners to backslide. This difficulty learners experience with the tenses is explained by Housen (2016) who observes that the verb system, while being a very important area for the structure of any language, is more likely to pose major learning problems for learners of any age. According to him, these learning difficulties may arise when identifying the correct verb forms and linking them to their appropriate meanings and functions—a task he says is made more complex by the lack of

structural congruity and the absence of isomorphy between form and meaning in the verb system. This indicates that the introduction of additional grammatical structures to learners who have not yet fully developed the ability to process them leads to a greater reliance on communication strategies and an increase in non-target-like constructions. If this trend where learners keep backsliding persists, fossilization may occur, that is, the non-target-like forms may be cemented in the learners' Interlanguage. According to Selinker (1972) even after years of instruction in a Second Language, the non-target-like forms may still appear in the learners' Interlanguage. These fossilized forms, Selinker asserts, may appear in the learners' writing or speech performance when they are faced with difficult material or when they are anxious or extremely relaxed.

The non-target-like sequences in the seven syntactic sequences from the Grammatical Task and the essays were analysed to establish whether there was a significant difference between the non-target-like sentences written by learners in three categories of schools. The learners who participated in the study were sampled from low-performing and high-performing schools. The results of the investigation are summarized as shown in Figure 4.3 and Table 4.4.

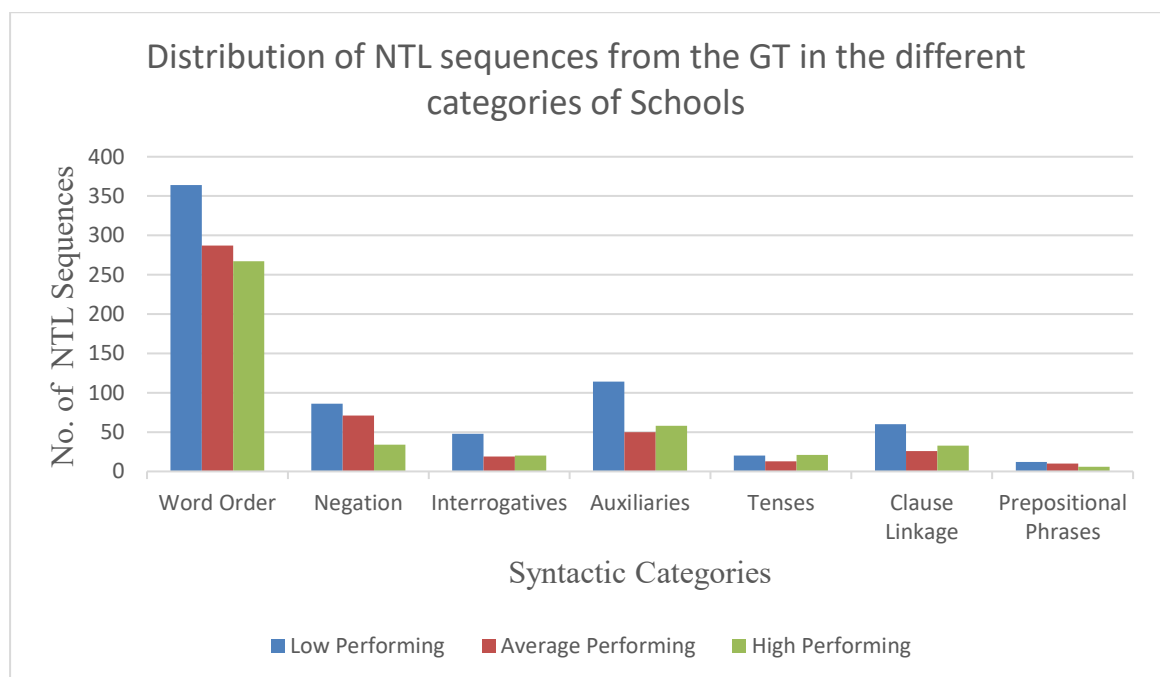


Figure 4.3: *NTL Syntactic sequences from the GT in the different categories of schools*

In the Grammatical Task, learners from low-performing schools recorded the highest number of non-target-like sequences. Their non-target-like sequences constituted 43.48% of all the

non-target-like sequences that were analysed. Average performing schools contributed 29.40% and high performing schools 27.11%.

Table 4.4: Distribution of NTL sequences from the essays in the seven syntactic categories in the different categories of schools

Category of Schools	WO	N	IN	AUX	TS	CL	PP	Total of NTL Sequences	%
Low Performing	60	0	4	40	150	45	220	519	38.96
Average Performing	65	10	2	25	100	105	180	487	36.56
High Performing	55	5	2	30	30	45	160	327	24.54
Total	180	15	7	95	280	195	560	1332	100
Percentage	13.51	1.12	0.52	7.13	21.02	14.63	42.04	100	

In the essays, low performing schools had 38.56% and high performing schools 24.54%. It can be concluded that students in high-performing schools came up with fewer non-target-like sequences than those in average and low performing schools.

In the essays, prepositions and prepositional phrases proved to be the most challenging for learners in all categories of schools. The total non-target-like sequences in the Prepositional Phrases in all categories of schools was 560 (42.04%) as opposed to 180 (13.51%) in Word Order. In the essays, only 0.52% of the non-target-like sequences were from inversion. This was probably because the learners avoided using inversion in their writing despite its importance in creating suspense in creative writing. This weakness spills over to examinations and leads to poor performance.

Though Word Order posed a major difficulty for learners in the three categories, learners in average and low performing schools had more difficulty in this area than their counterparts in high performing schools. The non-target-like sequences in Word Order from low average and low performing schools were 125 out of the total 180 non-target-like sequences. This was 69.44% against 30.55% from high-performing. In the Grammatical Task, the non-target-like forms in Word Order from average and low-performing schools were due to learners

rearranging words to form sentences with distorted meanings. In both cases the instructions were not followed as the meaning of the original sentence was either changed or distorted. According to the KNEC Report (2019), many candidates lost marks in essay writing due to their lack of creativity in language use, a shortcoming attributed to their limited linguistic competence. Though there are doubts as to whether or not aptitude and intelligence are major deciding factors in determining the level of success in language learning, in this research students with higher cognitive abilities came up with fewer non-target-like sequences compared to those of average or low academic ability. However, the results of this study are not conclusive. More studies need to be done in this area.

Learners in the three categories of schools used double negation in the sentences where they were required to reconstruct beginning with negative adverbials such as **under no circumstances, never, and scarcely**. The negative adverbials when used in a sentence express a negative meaning. Consequently, the common negator ‘not’ would be completely unnecessary in this case. However, in the Grammatical Task, many learners still included the negator ‘not’ in their sentences. The non-target-like sentences appeared more in low-performing schools where 86 non-target-like sequences in negation out of the total 191 were recorded. The following learners’ sentences illustrate this:

134. Under no circumstances my father would **not** allow us to attend night parties.
(Under no circumstances would my father allow us to attend night parties.)
135. On no account stranger should **not** be allowed into the compound without the security officer’s permission. *(On no account should strangers be allowed into the compound without the security officer’s permission.)*
136. Not once he did **not** mentioned her to me. *(Not once did he mention her to me.)*
137. Under no circumstances my father did **not** allow us to attend night parties.
(Under no circumstances would my father allow us to attend night parties.)
138. On no account from the security officers strangers should **not** be allowed into the compound. *(On no account should strangers be allowed into the compound without the security officer’s permission.)*
139. Not once he did **not** mention her to me. *(Not once did he mention her to me.)*

Notably, there were very few non-target-like constructions in this syntactic category in the essays of the learners. This is probably because the majority of the learners did not use negative

adverbials in their writing. Whenever there was a need for negation, the learners used the negator 'not'. In the essays, non-target-like sentences in negation were such as:

140. Without wasting no time I went to my bedroom. (*Without wasting any time, I went into my bedroom.*)
141. Since I was eager to attend the wedding I did not have no time to waste. (*Since I was eager to attend the wedding ceremony, I did not waste any time.*)
142. Surely it was a bad moment that I had never seen. (*Surely, it was worst moment ever.*)
143. I even couldn't tell which state now I was in not even a total confusion. (*I couldn't understand what was happening to me.*)

The non-target-like sentences in interrogatives which comprised 5.37% of all the non-target-like sequences were distributed in the three categories of schools as follows: low performing schools 55%, average 21.83% and high 22.98%. As can be seen, the learners in average and high performing schools came up with fewer non-target-like constructions as compared to learners in low performing schools. This shows that learners low-performing schools experienced more difficulties in forming interrogatives than did learners in average and high-performing schools. In the use of auxiliary verbs, out of the 1619 non-target-like sequences extracted from the Grammatical Task, 222 (13.7%) were connected to the use of auxiliary verbs, both primary and modal. In the essays, the non-target-like sequences in interrogatives made up 7.13% of all the non-target-like sequences. Low performing schools contributed 51.35%, average schools 22.5%, and high performing schools 26.12%. Learners in high-performing schools registered a high distribution of non-target-like sequences than those in average schools because most of them substituted the auxiliary verb with another. Moreover, learners in low and average categories omitted the auxiliary verb in their sentences. For example, where a learner was required to use 'would' he or she used 'can' or 'do'. This was especially the case in the Grammatical Task. The following examples illustrate this:

144. Under no circumstances **will** our father allow us to attend night parties. (Learner uses **will** instead of **would**)
145. On no account **shall** strangers be allowed into the compound without the security officer's permission. (Learner uses **shall** instead of **should**)
146. ...it was when one of my friends came home in the evening so that we **can** go celebrate her brother's party. (Learner uses **can** instead of **could**)

147. After one week, my father told me that we **will** be travelling to Europe and see the beautiful features. (Learner uses **will** instead of **would**)
148. We immediately went to a restaurant where we **can** sleep the rest of the days in China. (Learner uses **can** instead of **could**)

In the Grammatical Task, learners in average and low performing schools mostly omitted the auxiliary verb. Even in their essays, the same phenomenon was observed:

149. I had no choice since I taken off my clothes. (*I had no choice since I had taken off my clothes.*)
150. That when I come to realize it was birthday. (*That is when I came to realize that it was my birthday.*)
151. There was another being at the door, I quickly hurried to open but I paralysed with fear like a chameleon on a feeble wig. (*There was a person at the door so I quickly opened the door. What I saw there made me feel paralysed with fear.*)
152. Although I was newcomer, I got punished and told to pay. (*Although I was a newcomer, I was punished and told to pay.*)
153. I thank God for this opportunity I have get to inform you that my elder sister graduating come next April. (*I thank God for this opportunity to inform you that my elder sister is graduating next April.*)
154. As family we would like to meet you this time as you know you just like our sungir. (*As a family, we would like to meet you at this time.*)

In the other three syntactic categories, that is Tense (TS), Clause Linkage (CL), and Prepositional Phrases (PP), the following distribution was recorded: low performing TS (53.57%), CL (53.84%), and PP (39.28%); average performing TS (35.71%), CL (23.07%) and PP (32.14%), high performing TS (10.71%), CL (23.07%) and PP (28.57%). The forms that the non-target-like syntactic sequences took in these three categories were very similar among the three categories of learners.

The non-target-like morphological forms were analysed for deviations in word formation (derivation and compounding) and inflections (singularization and pluralization, tense, aspect and number). As Carstairs-McCarthy (2002) observes, the singular-plural distinction is the only grammatical that is expressed morphologically in English nouns. Table 4.5 displays the findings of this analysis.

Table 4.5: Distribution of NTL morphological forms from the GT and essays

Morphological Form	No. of NTL from GT	%	No. NTL from Essays	%	Total No. of NTL forms	%
<i>Word-Formation</i> (Derivation and Compounding)	10	18.1	45	14.85	55	15.86
<i>Inflections</i> (Singularization and Pluralization, tense, aspect and number)	45	81.81	258	85.14	303	84.63
Total	55	100	303	100	358	100

In the Grammatical Task, 18.1% of all non-target-like forms were deviations in word formation. Inflections constituted 81.81% of all non-target-like forms. In both the Grammatical Task and the essays, learners experienced difficulties in dealing with changing verbs to indicate tense, number and aspect.

Generally, non-target-like morphological forms were observed in areas such as: learners leaving out plural markers on plural nouns; learners forming –ing words where not necessary; learners adding or omitting past tense marker –ed; learners omitting aspect marker –en on verbs; learners omitting singular marker on the verb; learners coining non-target-like words through affixation.

4.2.8 Word-Formation

4.2.8.1 Derivation and compounding

In the Grammatical Task, only one learner formed the word ‘impetide’ from ‘impede’ in the sentence **Can impetide development illiteracy?** In essence, word coinage was a rare occurrence in the Grammatical Task. In the essays, learners formed words by adding prefixes and suffixes to some words to form non-target-like words. Sometimes learners formed target-like words but used them in wrong contexts. The following examples illustrate this:

155. I make a tea before I wearing my **nicely** dress from Brazil. (The learner adds the suffix –ly to the adjective **nice** to form **nicely** but uses it to modify the noun ‘dress’)

156. She was **unpolite** person because she responded harshly. (*She was an impolite person.*)
157. The pastor was **well-hearted** and allowed me to be in the bus but I should not disturb anyone. (*The pastor was warm-hearted. He allowed me on the bus so long as I did not disturb anyone.*)
158. Young girls are dropping schools because of pregnancies that were caused by **drunkers** who drank and raped the girls. (*Young girls are dropping out of school because of unwanted pregnancies resulting from rape and irresponsible sex.*)
159. I am a qualified worker has I can **apparate** the machine well. (*I am a qualified worker because I can operate the machine well.*)
160. During the past days the captains were using wind to make the boat to move but now. They just use and engine and starting to travel with it **fastly**. (*In the old days, the captains were suing wind to make a boat move. Nowadays they use engines to make the boats move faster.*)
161. Resian is **respectious**. She respected his father when he called her and respond the information to him. (*Resian is respectful. She obeyed her father at all times.*)

In non-target-like sentences 157-161, the learners form words by compounding (example 157) and derivation (examples 158-161) but the words formed are non-target-like. In non-target-like sentence 155, the learner forms the word **nicely** which is target-like but uses it to modify the noun **dress**. In non-target-like sentences 156, 158-161, the learners form **unpolite, drunkers, apparate, fastly and respectious** by adding the prefix **un-** and the suffixes **-er, -ate, -ly and -ous** respectively. Though the prefix and suffixes are target-like, the words formed are non-target-like.

4.2.9 Inflections

4.2.9.1 Singularization and Pluralization (SP)

The non-target-like sentences extracted from the Grammatical Task and the essays were analysed for deviations in singularization and pluralization of nouns. Deviations were observed in the following areas:

- a) Learners omitting plural marker on noun thereby creating lack of agreement in the NP, for example:
162. Scarcely when the plane had just take off **one of the passenger** screaming. (*Scarcely had the plane taken off when one of the passengers began to scream.*)

163. Not only **that newspaper** educate but also inform. (*Not only should newspapers educate but also inform.*)
164. ...I see **one of my friend** who is called Vincent... (*I saw Vincent, one of my friends from primary school.*)
165. We decided to use a path which had forest and **some of homestead** which were far apart. (*We decided to take a path through the forest. Many homesteads were far apart.*)
166. We need to balance **both side** to be equal. (*We need to balance both sides to be equal.*)
- b) Learners changing plural noun to singular by omitting a plural marker thereby distorting the meaning of the original sentence, for example:
167. On no account should **the strange** allowed into the compound without the security officer's permission. (*On no account should strangers be allowed into the compound without the security officer's permission.*)
168. Not only **newspaper** should educate and inform at the same time. (*Not only should newspaper educate but also inform.*)
- c) Learners adding the plural marker 's' to a plural noun, for example:
169. These days most **childrens** they have spoil their mind looking bad movies... (*These days most children have corrupted their minds by watching bad movies.*)
170. We fetched the **firewoods** and decided to eat some fruits un the forest. (*We fetched firewood and ate some fruits in the forest.*)

4.2.9.2 Tense, Aspect and Number

In the area of inflections for tense, aspect and number, most of the non-target-like sentences constructed by learners revolved around the use of appropriate suffixes to indicate changes in the verb in tense, number and aspect. In the Grammatical Task, 52.72% of the non-target-like morphological forms were from this area. Similarly, in the essays 60.06% of the non-target-like forms were in this area. These deviations were marked by the improper omission or addition of tense, aspect, and number markers on verbs. Examples of the learners' non-target-like forms from the Grammatical Task are given below:

171. Scarcely had the plane **take** off when one of the passengers began to scream. (*Scarcely had the plane taken off when one of the passengers began to scream.*)
172. Not once had he **mention** her to me. (*Not once did he mention her to me.*)
173. Not once has he **mention** her to me. (*Not once did he mention her to me.*)

174. Do illiteracy impede development? (*Can illiteracy impede development?*)
175. Not once did he **mentioned** her to me. (*Not once did he mention her to me.*)
176. Not only newspapers should educate but also **informs** at the same time. (*Not only should newspapers educate but also inform.*)

In the essays, the following non-target-like morphological forms were identified:

177. The senior teacher he **write** down my name. (*The senior wrote down my name.*)
178. And the day **end**. (*And the day ended.*)
179. I am doing well in school since I **join** this form. (*I am doing well since I joined this school in form one.*)
180. When I tried to stand up I was **beated** on my head with a hard stick and **felled** down helplessly. (*When I tried to stand up, I was hit on the head by a huge stick and I fell down helplessly.*)
181. Since that day I could not **boarded** a matatu that was **drived** at a very speed. (*From that day, I refused to board a matatu that was driven recklessly.*)
182. Basketball **create** peace among people. (*Basketball creates peace among people.*)
183. It **help** me know people among people. (*It helps me to know many people.*)

The challenges the learners faced with tense, aspect, and number were common across all levels of learners. However, Form Three students experienced the greatest difficulty, likely because they were being introduced to an increasing number of grammatical structures. These learners had to contend with the complexity of the English verb and its various forms. Other non-target-like morphological forms were created when learners used the present participle form of verbs in inappropriate contexts. This was observed in the Grammatical Task where learners were required to rewrite sentences following given instructions. Examples of these are given below:

184. Not **educating** the newspaper are but also **informing** at the same time. (*Not only should newspapers educate but also inform.*)
185. Not only **educating** but also I think newspaper should inform at the same time. (*Not only should newspapers educate but also inform.*)
186. Not only **educating** but also the newspaper should inform. (*Not only should newspapers educate but also inform.*)

187. Not only the newspaper **educating** but also inform at the same time. (*Not only should newspapers educate but also inform.*)

4.3 Second Language Processing Procedures Acquired by Learners

The second objective of the study was to identify the Second Language processing procedures acquired by learners through analyzing the syntactic sequences and morphological forms in their Intdrlanguage. Pienemann (1998,2005) states that Second Language learners acquire these processing procedures in an implicational hierarchy, meaning that, learners can only acquire those features of the Second Language for which they have developed ability to process. Pienemann (1998,2005) gives an example of what happens to a learner at the stage 'phrase' in the implicational hierarchy. If the learner has acquired the processing procedures of this stage, the sentences will reveal the exchange of grammatical information within the phrases and not beyond. Subject-verb agreement which is beyond the phrase stage cannot be processed at this stage. The Second Language processing procedures the learners had acquired were identified through the analysis of grammatical structures in the hierarchy such as single words, morpheme markings (-ed, plural -s, possessive 's), plural agreement between modifiers and nouns, tense agreement between auxiliary and verb (-ed, -en), subject – verb agreement and inversion and cancel inversion.

4.3.1 Lemma (Word Procedure)

According to Processability Theory, in this stage there is no exchange of grammatical information. 168 (97.1%) of the learners who participated in the study had acquired the lemma processing procedure, that is, they were able to use the different word classes in their writing. This is most probably due to the fact that English is a medium of instruction in Kenyan schools and the learners are exposed to this language from primary school. The syntactic categories such as noun, verb, adjective, adverb and preposition could be identified in their writing. Only 5 (2.98%) learners experienced difficulties in this area. Examples of their non-target-like are given below.

188. I make a tea before I wear my **nicely** dress from Brazil. (*I made some tea before I wore my new dress from Brazil.*)
189. You have **here** my word I **no** you will come the ceremony. (*You have received my invitation and I am sure you will come to the ceremony.*)

4.3.2 Category Procedure

Out of the 173 learners who participated in the study, 140 (80.92%) had acquired the category procedure. This means the learners were able to mark the plural nouns correctly, to show possession in nouns and to mark the past tense using the morpheme ending –ed or –d without much difficulty. These learners were also able to use irregular verbs and their past tense forms correctly. However, 33 (19.07%) learners experienced challenges in using morpheme markings in past tense –ed, plural –s and possessive ‘s’ in nouns. In the Grammatical Task such learners singularized plural nouns. Examples of these are given in learners’ non-target-like sentences 190-193:

190. Not only should **newspaper** educate but also inform at the same time. (*Not only should newspapers educate but also inform.*)
191. On no account **stranger** should not be allowed into the compound without the security officer’s permission. (*On no account should strangers be allowed into the compound without the security officer’s permission.*)
192. Under no **circumstance** my father would not allow us to attend night parties. (*Under no circumstances would my father allow us to attend night parties.*)
193. Only if their wages are increased the **worker** will resume duty. (*Only if their wages are increased will the workers resume duty.*)

The above non-target-like sentences from the Grammatical Task reveal the learners’ inability to use the morpheme marking –s to show the plural of the highlighted nouns. The learners who have not yet acquired the skills to process grammatical structures in this stage omit the plural marker –s on nouns. According to Pienemann (1998,2005) learners attempting to produce correct forms at this stage before they are ready for this will construct such non-target-like sentences. In this case, the learners omit the plural marker –s but they do not detect the error created. Learners who had not acquired the processing skills in this stage had difficulties dealing with sentences in the next stages.

4.3.3 Phrasal Procedure

In conformity to Processability Theory, learners whose language processors have developed the phrasal procedure will have the ability to use phrases correctly and to check if the elements within the phrase contain the same grammatical information. For example, they should be able to ensure there is plural agreement between the modifiers and the nouns. To be able to carry

out this checking operation, the learners need to have developed a procedure for putting phrases together to form sentences.

Out of the 173 learners who participated in the study, 165 (95.32%) had acquired the processing procedures that enabled them to use phrases correctly. They constructed noun phrases in which the elements within contained the same grammatical information. Even in the non-target-like sentences they constructed it was clear that 95.32% could use noun phrases correctly. The following examples from the learners' essays illustrate this:

194. **Her parents and relatives** were very happy seeing their daughter going to the next level. (*Her parents and other relatives were happy to see their daughter move to the next level.*)
195. **Lilian's father** was very shocked and sweating so as her wife too. (*Lilian's parents were very shocked and surprised.*)
196. **The evening** went in a snail's speed and I was sad that I started shedding tears. (*The evening moved at snail speed and this made me cry.*)
197. **My cousin and I** went straight back home and this time we took a taxi... (*My cousin and I went straight back home but this time we took a taxi...*)
198. **Some people** came inside holding guns and they were all covered in black... (*Some masked people wielding guns stormed into the houses.*)

The above sentences display the learners' ability to use noun phrases correctly. The grammatical information, that is, plural agreement between the modifiers and the nouns is correct because the learners' language processor has developed the phrasal procedure. Those learners whose processors had not developed the phrasal procedure constructed sentences such as examples 199-201:

199. We need to balance **both side** to be equal. (*We need to balance both sides to be equal.*)
200. **This high numbers** makes a teacher not to give... (*These high numbers make a teacher not to give...*)
201. I make **a tea** before I wear my nicely dress from Brazil. (*I made some tea before I wore my nice dress from Brazil.*)

It is worth noting that while 165 (95.32%) learners had acquired the phrasal procedure, 140 (80.92%) had acquired the category procedure. In Pienemann's implicational hierarchy of

procedures, the category procedure must be acquired before the phrasal procedure can be acquired. Pienemann (1998,2005), however, explains that grammatical structures that require information exchange beyond the phrase boundary, such as subject-verb agreement cannot be processed by the learner at this stage. The fact that 165 (95.32%) learners had acquired the phrasal procedure while 140 (80.92%) had acquired the category procedure which is lower in the implicational hierarchy can be explained by Pienemann (2005) who says Processability Theory does not predict that whatever can be processed will indeed be acquired. Instead, the theory predicts that what cannot be processed will not be acquired, meaning that not all features of a given stage need to have emerged in the learner's Interlanguage before he or she can move to the next stages.

4.3.4 VP-Procedure

At this stage, the learners acquire the ability to ensure that there is tense agreement between the auxiliary verb and the verb –ed or –en. According to Processability Theory, in this stage there is exchange of grammatical information within the sentence. Learners who have fully acquired the processing skills in this stage will use the auxiliary verbs appropriately ensuring there is tense agreement between the auxiliary verb (have, do, be) and the lexical verb (-ed, -en). 138 (79.76%) learners had acquired this processing procedure but 35 (20.23%) had not fully acquired it. In the Grammatical Theory, those who had not acquired this procedure came up with non-target-like constructions as seen in examples 202-207:

202. Scarcely **had** the plane **take off** when one of the passengers began to scream.
(Scarcely had the plane taken off when one of the passengers began to scream.)
203. Scarcely the passengers began to scream when the plane **had just take**.
(Scarcely had the plane taken off when one of the passengers began to scream.)
204. Scarcely plane **had just take off** when one of the passengers began to scream.
(Scarcely had the plane taken off when one of the passengers began to scream.)
205. Not once **has** he **mention** her to me. *(Not once did he mention her to me.)*
206. Not once **had** he **mention** her to me. *(Not once did he mention her to me.)*
207. Not once **did** he **mentioned** her to me. *(Not once did he mention her to me.)*

In non-target-like sentences 202 – 204, the learners come up with different word order in the same sentence but they all omit the –ed/-en inflection that brings about agreement between the auxiliary verb and the main verb. In non-target-like sentences 205 and 207, the learners omit the –ed inflection necessary for concord between the auxiliary and the main verb but in non-

target-like sentence 18, the learner adds the –ed inflection where one is not necessary. In the essays, the following non-target-like constructions were identified:

208. It was Friday morning when I **was woke up** early in the morning before a cork crow. (*On Friday morning, I woke up at cock crow.*)
209. I thank God for opportunity I **have get** to inform you that my elder sister graduating come next April. The place of the occasion is at our house the function will start at 1:30pm. (*I thank God for this opportunity I have to inform you that my elder sister is graduating next April. The graduation ceremony will be at our place starting from 1:30p.m.*)
210. I **was shocked** and **stand** rooted on the ground. (*I was shocked that I stood rooted to the ground.*)
211. The doctor said that they **had bleed** too much had they need somebody to donate blood for them. (*The doctor said that they had lost a lot of blood and would need a blood transfusion.*)
212. I was really happy and I **couldn't hid** my happiness. (*I was so happy that I could not hide my happiness.*)
213. Since that day I **could not boarded** every matatu that was driven at a very high speed. (*From that day, I made up my mind never to board a matatu that is driven recklessly.*)
214. I **have just complete** my degree. (*I have just completed my degree.*)

The above non-target-like sentences show the learners' inability to ensure tense agreement between the auxiliary verb and the main verb. According to Processability Theory, these learners experienced such difficulties because they had not acquired the processing procedures for this stage.

4.3.5 S-Procedure

Learners who had acquired this procedure were able to ensure there is subject-verb agreement in their sentences. As specified by Processability Theory, at this level, there is exchange of grammatical information between phrases in a sentence. For example, in a sentence like '**John eats a banana**', the grammatical information exchanged between the Noun Phrase 'John' and the verb 'eats' is number (singular). Number in this case refers to the form of a word that shows whether it is in singular or plural. When the subject is in singular, it requires a singular verb. Plural subjects indicate more than one and require plural verbs. A learner who has acquired

this processing procedure will be able to detect the mismatch in the sentence ‘**John eat a banana**’ but for a learner still grappling with this stage the mismatch will go undetected (Pienemann 1998,2005).

Out of the 173 learners who participated in the study, only 112 (64.73%) had acquired the processing skills to ensure there is subject-verb agreement in their sentences. 61 (35.26%) had not yet acquired these skills. In the Grammatical Task, these learners who had not yet acquired the processing skills constructed non-target-like sentences as illustrated in examples 215-218:

215. Not only the **newspaper educate** but also **inform**. (*Not only should newspapers educate but also inform.*)
216. Under no circumstances my father **do not allow** us to attend night parties. (*Under no circumstances would my father allow us to attend night parties.*)
217. Under no circumstances my father **allow** me to attend night parties. (*Under no circumstances would my father allow us to attend night parties.*)
218. Not only that newspaper **educate** but also **inform**. (*Not only should newspapers educate but also inform.*)

The non-target-like sentences reveal the learners’ inability to detect the mismatch between the subjects, which are in singular, with the plural verbs. In their own essays, the same observation was made. The following examples of non-target-like sentences show this:

219. My **cousin are** doing well... (*My cousin is doing well...*)
220. The senior **teacher he write** down my name. (*The senior teacher wrote down my name.*)
221. My second day in school I came late at school but there no teacher in class the pupils were reading...and **the day end**. (*On my second day in school, I came late but there was no teacher in class. The pupils were reading on their own. The day ended well.*)
222. My favourite phone, my loggings which I had them in my hand, **was** seen on the floor. (*My favourite phone and other belongings were on the floor.*)
223. I was thinking about **my properties** that I was given someone and **it has** lost. (*I was thinking about my lost property which I had given someone.*)
224. **They** don’t have manner and **seems** to walk on the streets without ashaming themselves. (*They didn’t seem to be ashamed of their bad behaviour as they walked in the streets.*)

4.3.6 Subordinate Clause Procedure

In the subordinate clause procedure, the learners are expected to have acquired the processing procedures to invert and cancel inversion where necessary. In English the subject comes before the verb in most cases but there are exceptions to this normal order of words. A learner who has developed the necessary processing procedures in this stage will be able to invert where necessary and to undo the inversion where such cancellation is required. For example, questions frequently begin with an auxiliary verb hence inversion becomes necessary. Learners are familiar with this kind of inversion. However, when negative adverbs or adverbial phrases such as **not, never, scarcely, under no circumstances, not only** are placed at the beginning of a sentence, inversion occurs. This area proved to be the most challenging for the learners. Out of 173 learners in the study, only 57 (32.94%) were able to use inversion and cancel inversion with some degree of accuracy. Most of the learners, 116 (67.05%), were unable to construct correct sentences even after they had been able to invert in the context of forming questions. These learners constructed sentences in the normal Subject Verb word order. Examples of the non-target-like sentences extracted from the Grammatical Task are shown in 224-231:

225. Under no circumstances **my father would** still not allow us to attend night parties. (*Under no circumstances would my father allow us to attend night parties.*)
226. Under no circumstances **my father would** never allow us to attend night parties. (*Under no circumstances would my father allow us to attend night parties.*)
227. Under no circumstances **my father would** not allow us to attend night parties. (*Under no circumstances would my father allow us to attend night parties.*)
228. On no account by the security officers **strangers are** not allowed into the compound without the security officer's permission. (*On no account should strangers be allowed in the compound without the security officer's permission.*)
229. Not once **he did** not mention her to me. (*Not once did he mention her to me.*)
230. Not once **he mentioned** her to me. (*Not once did he mention her to me.*)
231. Scarcely **one of the passengers began** to scream when the plane just took off. (*Scarcely had the plane taken off when one of the passengers began to scream.*)
232. Never again **we shall** fall for their lies. (*Never again shall we fall for their lies.*)

The non-target-like sentences above display the learners' inability to invert. In examples 36-38, learners come up with varieties of the same sentence but they all fail to invert. In all the

examples,36-43, the main difficulty the learners experience is inversion. Examples 44 and 45 show the non-target-like sentences in the learners' essays:

233. Not only **the students were** new to me but also the teachers and other workers.

(Not only were the students new to me but also the teachers and other workers.)

234. Not only at school but also at home **it has been** one of my unifying factors.

(This has become one of my unifying factors not only at school but also at home.)

A summary of these findings is displayed in Table 4.6.

Table 4.6: SL Processing procedures acquired by learners

Stage	Processing Procedure	Grammatical Structure	Number of Students Acquired	Percentage	Number of students not acquired	Percentage
1.	Lemma/Word	Single Words	168	97.1	5	2.89
2.	Category Procedure	Morpheme Markings past tense – ed, en, Plural s, Possessive 's	140	80.92	33	19.07
3.	Phrasal Procedure	Plural agreement between modifiers and nouns	165	95.32	4	4.62
4.	VP-Procedure	Tense agreement between auxiliary and verb	138	79.76	35	20.23
5.	S-Procedure	Subject-verb agreement	112	64.73	61	35.26
6.	Subordinate Clause Procedure	Inversion and cancel of inversion	57	32.94	116	67.05

4.4 Processing Procedures Acquired by Learners at Different Levels of Learning

The processing procedures acquired by learners of different levels were analysed. In this case, the morphosyntactic forms in the sentences of the learners were analysed and the processing

procedures acquired determined. Lower-level learners had acquired fewer processing procedures than learners at higher levels of learning. The form one learners who had acquired the category procedure formed 30% while the form two and three learners who had acquired the same procedure formed 32.14% and 37.85% respectively. This shows that the more the learners were exposed to target-like forms the more Second Language processing procedures they developed. Though there is a bit of contention among Second Language Acquisition scholars as to whether or not formal instruction contributes to the success of Second Language Acquisition (Lightbown, 1983; Long, 1983), as Ellis (1985) rightly points out, the personal experience of many teachers and students of Second Language Acquisition shows that instruction plays a significant role in Second Language Acquisition.

The subordinate clause procedure, which entails inversion and the cancellation of inversion in sentences and clauses, remained the most challenging stage for the learners. Only 8 (14.03%) Form Ones had acquired the processing skills required to perform inversion in sentences. The remaining 49 (85.96%) could not construct correct inverted clauses or sentences. Of the Form Twos, 17 (29.82%) had acquired these skills, which is slightly higher than the number of Form Ones who had. Thirty-two (56.14%) Form Threes were able to use inversion correctly.

However, in the S-Procedure—which entails ensuring concord between the subject and the verb in a clause or sentence—more Form Ones (39, or 34.82%) than Form Twos (32, or 28.57%) had acquired the processing skills required at this stage. This supports Lightbown et al. (1980), who note that when certain grammatical concepts are no longer taught or receive less instructional attention, learners tend to regress in their ability to use previously learned grammatical structures.

For example, the KIE syllabus (2006) states that at the Form One level, emphasis should be placed on parts of speech before the teacher moves to noun phrases and simple sentences. At Form Two, emphasis should be on the constituents of verb and adverb phrases, while at Form Three the focus should be on complex and compound–complex sentences. Since course books are structured in line with the stipulations of the syllabus, this means that in Form One, more emphasis is placed on verbs, tenses, and subject–verb agreement. This area receives less attention in Forms Two and Three, as emphasis shifts to other grammatical concepts.

A summary of the findings is displayed in Table 4.7.

Table 4.7: SL Processing procedures acquired by learners of different levels

Stage	Processing Procedure	Gramma. structure	Form 1		Form 2		Form 3	
			No. of Students Acquired	%	No. of Students Acquired	%	No. of Students Acquired	%
1.	Lemma/ Word	Single Words	57	100	58	100	58	100
2.	Category Procedure	Morpheme Markings	42	30	45	32.14	53	37.85
3.	Phrasal Procedure	Plural Agreement btw modifiers & nouns	54	32.7	55	33.33	56	33.93
4.	VP – Procedure	Tense Agreement btw aux & verb	42	30.4	45	32.6	51	36.95
5.	S – Procedure	Subject – Verb Agreement	39	34.8	32	28.57	41	36.6
6.	Subordin. Clause Procedure	Inversion and cancel inversion	8	14.0	17	29.82	32	56.14

4.5 Learners' Strategies

This research investigated the strategies used by learners in the formation of non-target-like syntactic sequences and morphological forms. Selinker (1972) proposes that five principal cognitive processes are responsible for Second Language Acquisition. These are:

- a. Language Transfer
- b. Overgeneralization of TL rules
- c. Transfer of Training
- d. Strategies of Learning
- e. Strategies of Communication

The processes suggested by Selinker (1972) in his theory of Interlanguage were used to determine how the strategies used by learners lead to the formation of non-target-like syntactic sequences and morphological forms. The strategies were analysed according to the total number of non-target-like syntactic sequences and morphological forms in the Grammatical Task and in the essays. The strategies used by learners in different levels of learning were also determined.

Table 4.8 displays the strategies used by learners in the formation of syntactically and morphologically non-target-like sentences. In the Grammatical Task, a total of 1619 non-target-like sequences were extracted from the learners' sentences. Language Transfer (LT) constituted 0.49%, Transfer of Training (TT) 12.47%, Overgeneralization of TL rules (OV) 13.77%, Learning Strategies (LS) 23.4% and Communication Strategies (CS) 49.84%. A summary of this analysis is detailed in Table 4.8 as follows.

Table 4.8: Distribution of psycholinguistic processes in the GT

Psycholinguistic Process	No. of NTL Sequences	% of Usage
Language Transfer (LT)	8	0.49
Learning Strategies (LS)	379	23.4
Overgeneralization (OV)	223	13.77
Transfer of Training (TT)	202	12.47
Communication Strategies (CS)	807	49.84
TOTAL	1619	100

The study also analysed the non-target-like syntactic sequences and morphological forms in the essays written by learners to determine the strategies they used that led to the formation of these non-target-like sequences and forms. This was done to corroborate the findings from the Grammatical Task which was administered. Just like in the Grammatical Task, the five psycholinguistic processes were found in the essays of the learners. Though the learners used the same strategies in the Grammatical Task and in their essays, the extent to which they used them varied greatly. Language Transfer was used more in the essays at 16.89% than in the Grammatical Task at 0.49%. Transfer of Training in the Grammatical Task was 12.47 but, in the essays, it was only 0.75%. The remaining strategies almost maintained the same levels of usage in the Grammatical Task and the essays. Table 4.9 displays a summary of these findings.

Table 4.9: Distribution of psycholinguistic processes in the essays

Psycholinguistic Process	Form One		Form Two		Form Three		Total	
	No. of	%	No. of	%	No. of	%	No. of	%
	NTL		NTL		NTL		NTL	
	Seque.		Seque.		Seque.		Seque.	
Language Transfer (LT)	130	25.89	55	14.66	40	8.79	225	16.89
Learning Strategies (LS)	106	21.12	89	23.73	100	21.97	295	22.14
Overgeneralization (OV)	71	14.14	59	15.73	29	6.37	159	11.93
Transfer of Training (TT)	4	0.79	3	0.8	3	0.65	10	0.75
Communication Strategies (CS)	191	38.04	169	45.06	283	62.19	643	48.27
Total	502		375		455		1,332	100

4.5.1 Language Transfer

Language transfer is described as the process of a second language learner using their knowledge of the first language in learning the second language (Ellis 1985; Sirbu 2015). Where the first language structure is identical to the target language structure, the transfer is positive but it becomes a source of errors in the Interlanguage of the learner (Sirbu 2015; Mingorance 2016). According to this definition, the learner can adjust the Second Language data to suit his communicative needs by adding, deleting or substituting forms to make target language forms more consistent with those of his native language. Flynn and Berkes (1989) state that although the first language has been considered the main source of transfer in the acquisition of second and even third languages, it cannot be claimed that it remains the dominant source. Other languages other than the first language could be more dominant sources. Although for some of the participants in the research Kiswahili was not their first language, it was considered the main language of transfer as earlier explained. The kind of transfer discussed in this research is negative transfer which results into non-target-like syntactic sequences and morphological forms. The findings unveil that learners used this strategy to complete the Grammatical Task and to write their essays. They used Language Transfer more in the essays than in the Grammatical Task. In the Grammatical Task, they used it 0.49% of the time while in the essays, Language Transfer featured 16.89% of the time. Since

the learners in the study were predominantly Kiswahili speaking, the language considered for transfer was Kiswahili.

In the Grammatical Task, learners came up with sentences such as:

235. Do we know him all? (*Do we all know him?*)
236. Only when their wages are increased the workers will resume with their duty.
(*Only when their wages are increased will the workers resume duty.*)

The order of words in non-target-like sentence 235 above is consistent with syntactic rules in Kiswahili which allow the modifier to come after the word it modifies. In non-target-like sentence 236, the learner directly translates from Kiswahili to English, especially in the last part of the sentence ‘...**the workers will resume with their duty**’ which in Kiswahili would be translated ‘...**wataendelea na kazi yao**’. This proves what Odlin (1998) says that transfer is the influence that comes as a result of the similarities and differences between the language a person is learning and a language (s) the person has learnt preciously, even if imperfectly acquired. In this case, the learner taps on the similarities between Kiswahili and English but fails to notice the differences and ends up adding the preposition ‘with’ which is a translation of ‘na’ in Kiswahili.

The study also found that learners in form one used Language Transfer 57.77% in their writing while form twos and form threes used it 21.56% and 15.68% of the time respectively. This shows that learners in lower levels of learning a SL resort to Language Transfer more often than those in higher levels. This supports the findings of Mwaniki (2001) who observed that learners in class seven resorted to Language Transfer more often than those in class eight. The higher the learners advanced the more they shed off Language Transfer as a strategy of learning. In their essays where this strategy was prevalent, learners constructed non-target-like sentences as shown below:

237. You have here my word I now you will come the ceremony. (Learner omits ‘to’ which is consistent with Kiswahili Morphology. In Kiswahili, the morpheme denoting place ‘ni’ is affixed to the root of the noun to form an adverb of place e.g. karamuni)
(*You have received my invitation, and now I am sure you will come to the ceremony.*)
238. The aim of me writing this letter to you is that I have recently completed my degree course. (Lengo langu la kuandika barua hii...) The order of words in the first part of the sentence is consistent with Kiswahili syntax but non-target-like in English.

- The word ‘langu’ which is a possessive adjective causes the learner to use ‘me’) (*The aim of writing this letter is to let you know that I have completed my degree course.*)
239. Fujo’s family had know about his secret **since when he got the money**(The word ‘tangu’ is translated ‘since’ but the learner adds ‘when’ whose meaning is represented in the morpheme ‘po’ which denotes time in the word ‘alipopata’) (*Fujo’s family had known his secret ever since he got the money.*)
240. The issue was rised and **taken forward to the county commissioner**. (The learner resorts to direct translation ‘taken forward’ for ‘pelekwa mbele’) (*The issue was reported to the county commissioner.*)
241. The rumour was about **my younger brother who has joined with gangsters**. (learner uses direct translation to some up with the phrase ‘has joined with gangsters’ in Kiswahili ‘amejiunga na majambazi’) (*The rumour was about my younger brother who had joined a gang of criminals.*)
242. He always come home late everyday while drunkard. (Alirudi nyumbani kila siku akiwa mlevi) (*He always came home drunk.*)
243. He started to **rise his temper on me**. (Alianza kunipandishia hasira) (*He became angry with me.*)
244. This high number makes a teacher not to give much assignment **because he or she does not want to get tired**. (...kwa sababu hataki kuchoka) (*The high number of students makes a teacher to give less assignments because he or she does not wish to be burdened.*)
245. Advise and caution the students about the effect of bullying and **remove a solution** to end bullying (...kutoa suluhisho...) (*Advise and warn students about the dangers of bullying to find a solution to the problem.*)
246. These days most childrens they have spoil their mind looking bad movies because modern technology it has spoil... (...wameharibu mawazo yao wakitazama filamu mbaya...) (*Nowadays most children watch inappropriate movies which become a bad influence to them.*)

From the examples given, it is evident that transfer was mostly manifested through direct translation. Learners also transferred the Kiswahili word order to their sentences which led to non-target-like sentences.

4.5.2 Learning Strategies (LS)

These, according to Ellis (1985), are the rules the Second Language learners construct from the data they encounter and gradually adapt and try to fit these rules to the Target Language system. Learners using this strategy will mainly resort to simplification of Target Language in order to communicate effectively. This simplification of Target Language involves reduction and modification of morphology and syntax as well as omission of function words, copular and plural markers to make the Target Language easier to use for the learner. In this study, learners were found to use learning strategies 23.1% of the time in their writing of grammatical tasks. In their essays, they used learning strategies 22.14% of the time. In both the Grammatical Task and the essays, the learners' non-target-like syntactic sequences and morphological forms were characterized by the omission of function words like articles, prepositions, copular verbs, plural markers and tense and aspect markers on verbs. The following non-target-like sentences constructed by the learners in the Grammatical Task demonstrate this:

247. On no account **stranger** should not be allowed in the compound. (Learner omits plural marker 's' on the noun 'strangers' which was in the original sentence)
248. Not only newspapers should educate and inform at the same time. (Learner omits part of the correlative conjunction)
249. Not once he mention her to me. (Learner omits auxiliary verb 'had')
250. Not only newspaper educate but also inform. (Learner omits auxiliary verb 'should')

The non-target-like sentences reveal the learners' strategy of omitting the function words to express themselves in English. This strategy was used almost equally among the three levels of learners. Form one usage constituted 35.93%, form two 30.16% and form three 33.89%. This shows that learners of English regardless of their level of learning, resorted to this strategy to communicate in English. In the essays simplification comprised 22.14%. Learners used it almost in equal proportion to the way they used it in the Grammatical Task. Examples demonstrating this as given in non-target-like sentences 251-258:

251. The first day I came to school I was **new student**... (Learner omits article 'a' in the noun phrase 'new student') (*On my first day in this school as a new student...*)
252. My second day in school I came late at school but **there no** teacher in class...(Learner omits the auxiliary verb 'was') (*On the second day, I arrived at school late but there was no teacher in class...*)

253. After I came to **administration office**... (Article 'the' is omitted) (*After I came to the administration block...*)
254. ...he **take** me to senior teacher (Learner omits singular marker 's' on the verb 'take') (*...he took me to the senior teacher.*)
255. My elder sister **graduating** come next April. (Learner omits auxiliary verb 'is') (*My sister is graduating next year April.*)
256. Hope that this letter **reach** you in good time...(Learner omits present tense marker '-es' on the verb 'reach') (*I hope that this letter reaches you in good time.*)
257. I have just **complete** my degree course. (Learner omits aspect marker '-d' on the verb 'complete') (*I have just completed my degree course.*)
258. I knocked **the door** but she didn't respond to me...(Learner omits preposition 'on' in the PP 'on the door') (*I knocked on the door but there was no response.*)

4.5.3 Overgeneralization of Target Language Rules (OV)

Al-khresheh (2016) defines overgeneralization as 'applying of a certain rule in the language learning process to several situations when there are different rules that need to apply' (55). Ellis (1985) also observes that cases of Overgeneralization can occur at phonetic, grammatical, lexical or discourse levels. Overgeneralization constituted 13.77% of all the non-target-like syntactic sequences and morphological forms. It was further observed that learners in lower levels of learning, that is form one and two, used this strategy in their writing more than learners in form three. Form ones used Overgeneralization 44.65% of the time, form twos 37.1% and form threes 18.23%. In the Grammatical Task, learners substituted one auxiliary for another sentences consequently changing the meaning of the original sentences. Examples of these from the Grammatical Task are given below:

259. Under no circumstances my father **will** allow us to attend night parties. (Learner uses 'will' instead of 'would')
260. On no account strangers **are not** allowed into the compound without the security officer's permission. (Learner uses 'are' instead of 'should' which was in the original sentence)
261. On no account **will** strangers be allowed into the compound. (Learner uses 'will' instead of 'should')
262. **Could** development impede illiteracy? (Learner uses 'could' instead of 'can' which was in the original sentence)

In the essays the learners overgeneralized in areas such as use of auxiliary verbs, formation of past tense by adding –d or –ed to irregular verbs, adding ‘s’ to plural nouns, using the article ‘a’ with uncountable nouns and using **is** or **was** as plural markers.

263. ...the other students **were** asked me my name...(uses **were** as tense marker)
(...the other students asked me my name...)
264. I **was** miss you so much. (uses **was** to mark the past tense) *(I missed you so much.)*
265. I make **a tea** before I wearing my nicely dress from Brazil. (uses ‘a’ with ‘tea’)
(I made some tea before I wore my nice dress from Brazil.)
266. She was **unpolite** person. (uses ‘un’ as negative prefix in wrong context) *(She was an impolite person.)*
267. The issue was **rised** and taken forward to county commissioner. (forms past tense of **rise** by adding –d) *(The issue was reported to the county commissioner.)*
268. They just use an engine and starting to travel with it **fastly**. (Learner adds suffix –ly to **fast** to form non-target-like word ‘fastly’) *(They used an engine to move very fast.)*
269. When I tried to stand up I was **beated** on my head with a hard stick and **felled** down helplessly. (adds –ed to **beat** and **fall**, which are irregular verbs) *(When I tried to stand up, I was hit with a stick on the head, and I fell down helplessly.)*

Learners in lower forms overgeneralized the use of –ed to form past tense, used **was** and **were** to mark the past tense, and formed non-target-like nouns by adding the suffix –er to some words. Overgeneralizations in areas of auxiliary verbs was more prevalent among learners in form three than those in form one and two.

4.5.4 Transfer of Training (TT)

Selinker (1972) records that the Target Language rule enters the learners through instructional procedures which the teacher adopts. Khansir (2012) also points out that some elements of the IL may be as a result of a particular approach to the material being learned. This can also be brought about by the way the learning material is presented, the way the course book is structured and the context of language learning. These factors may lead learners to formulate hypotheses about Target Language which could lead to the formation of non-target-like syntactic sequences and morphological forms. In this research, Transfer of Training constituted 12.47% in the Grammatical Task and 0.75% in the essays. In the Grammatical Task, the

learners most probably relied on the training they had received from their teachers, especially in negation. In form one, where emphasis is on different types of simple sentences (KIE,2002), learners are taught affirmative and negative sentences. In one course book (Head Start English Book One), it is explained that ‘the difference between affirmative and negative sentences is the presence of “not” between the auxiliary verb and the main verb’ (Bukonya et al., 2003, p.217). Other negative expressions like ‘no’, ‘nor’, ‘never’, ‘nothing’, ‘nobody’ are mentioned but more emphasis is placed on ‘not’ (Gathumbi et al., 2003; Kiai et al., 2003). The learners, therefore, note that in English the adverb ‘not’ is used to negate, and apply this rule even in contexts where the use of ‘not’ to negate would create non-target-like sentences. For example, they used the common negator ‘not’ with negative adverbial phrases like **under no circumstances, on no account, not once etc.** Examples of these are given in the following non-target-like sentences:

270. Under no circumstances my father would still **not** allow us to attend night parties. (*Under no circumstances would my father allow us to attend night parties.*)
271. On no account strangers should **not** be allowed into the compound. (*On no account should strangers be allowed into the compound without the security officer’s permission.*)
272. Not once he did **not** mention her to me. (*Not once did he mention her to me.*)
273. Under no circumstances we would **not** be allowed to attend night parties. (*Under no circumstances would my father allow us to attend night on parties.*)

In the essays, learners avoided using inverted sentences as earlier observed preferring instead to use the negator ‘not’. In a few cases, learners used **never** to show negation. However, cases of Transfer of Training in the essays were minimal.

4.5.5 Strategies of Second Language Communication (CS)

SL speakers often face difficulties in communicating in the Target Language. In order to communicate, the learners use strategies such as circumlocution, word coinage, direct translation or switching to their first language. Tarone (2000) presented five communicative strategies in Second Language learning. The strategies are paraphrase (under which there is approximation, word coinage and circumlocution), transfer, appeal for assistance, mime and avoidance. In this study, communication strategies of the learners are discussed under paraphrase (Approximation, word coinage and circumlocution) and repetition. Cases of transfer were also observed but there was no case of language switch. Communication

strategies constituted 22.17% in the Grammatical Task and 29.20%. Communication strategies had the highest frequency of usage as compared to the other strategies.

4.5.5.1 Paraphrase (Approximation, Word Coinage, Circumlocution)

Under paraphrase Tarone (2000) groups approximation, word coinage and circumlocution. In approximation, learners use a single target language vocabulary known to them which shares enough features with the desired item to satisfy the user. This strategy was used extensively by learners in different levels of learning and in all the three categories of schools. The following NTL sentences were selected from the learners' essays:

274. I took the bull by its horn and slowly tiptoed to my class when I was **furiously** called by the head teacher Mr. Kabaka. (By **furiously** the learner probably means **angrily**)
275. People were everywhere admiring the new things while others were busy **shopping** many kind of items. (**Shopping** instead of **buying**)
276. People who tried to escape were shot dead while others were beaten **vigorously**. (**Vigorously** instead of **mercilessly** or **brutally**)
277. One of my friends threw a stone and **knocked** a small house which was in between trees. (**Knocked** instead of **hit**)
278. **To my suspense** the dog started chasing me. (**To my suspense** for **to my surprise**)
279. Luckily Mr. Lukeman came and **ceased** his dog. (**Ceased** for **stopped**)
280. Our eyes were **untied**. (Learner probably means **uncovered**)
281. Everyone was **brutally** injured and luckily I was safe and sound healthy.
282. The **patients** were taken to hospital. (From the context, the learner should have written **The injured were taken to hospital.**)

In word coinage, the learner makes up a new word in order to communicate the desired concept. There were very few cases of word coinage in the Grammatical Task and in the essays. In this strategy the learners added a prefix or a suffix to form a non-target-like word. In the Grammatical Task, learners' non-target-like constructions were as follows:

283. Can **impetide** development illiteracy? (*Can illiteracy impede development?*)

In the essays, the following non-target-like sentences were found:

284. I need to be first **fit up** in mind after that I apply the knowledge at pitch. (**Fit up** instead of **physically fit**)
285. I am a qualified worker has I can **apparate** the machine well. (**Apparate** for **operate**)
286. The pastor was **well-hearted**. (**Well-hearted** for **good hearted**)
287. Young girls are dropping schools because of pregnancies that were caused by **drunkers**. (**Drunkers** for **drunkards**)
288. Resian is **respectious**. She respected his father when he called her and respond the information to him. (**Respectious** for **respectful**)

In circumlocution the learners describe the characteristics of the elements of the object instead of using the appropriate target language structure. One notable observation is that learners did not use circumlocution in the Grammatical Task. This is probably because they did not feel the need to express themselves using different words from those already in the sentences. But in their own essays where they were required to write in continuous prose, many non-target-like sentences were extracted:

289. Some people were taken to an inside room while some of the terrorists were taking our phones and if we had some money. (**Terrorists were taking out phones and if we had some money** instead of **robbers were frisking us for cash, phones and other valuables**)
290. We were told to get out one by one as we held our hands on our heads. (**as we held our hands on our heads** instead of **with our hands on our heads**)
291. Soon thieves were all over the supermarket telling people to lay down pointing with their guns. (**Pointing with guns** instead of **at gun point**)
292. They grabbed us and forced us to enter into the car and closed our eyes with some pieces of clothes so that we could not see where we were being taken. (**and closed our eyes with some pieces of clothes so that we could not see where we were being taken** instead of **blindfolded us and drove us to an unknown destination**)
293. The doctor said that they had bleed too much they need somebody to donate blood for them. (instead of **The doctor said that they had bled too much and they needed a blood transfusion**)
294. A crowd of people had gathered watching over a man who tend to perform magic. (instead of **A crowd had gathered to watch a man perform magic tricks**)

295. Luckily inside my house there was an installation of CCTV cameras and they had to check and they saw someone like me who killed my own wife suddenly I had my mother saying that I am late for school I had woken up and saw the sun had already risen. (The learner should have simply written **Luckily for me, the CCTV cameras installed in my house revealed my wife's killer. As I pondered over this, my mother's voice woke me from this dream; it was already dawn.**)
296. It was during one day that I found myself at the middle of a big forest where it was covered with nothing but darkness all over. (The learner should have written **One day I strayed into the middle of a big dark forest.**)
297. The grabbed us and forced us to enter into the car and closed our eye with some pieces of clothes so that we could not see where we were being taken. (The learner should have written **The kidnappers blindfolded us and drove us to some unknown destination.**)
298. When we eventually reached the bus station every pupil part ways to catch a bus to their home. (Learner should have written **On arrival at the bus station, each one of us went their own way.**)
299. This being the sixth year while finishing on my four year high school course, my plans are not just to sit and relax but make a step forward to practicing and playing B-ball to sharpen my skills. (Instead of **This being my final year in high school, I intend to intensify my practice in basketball in order to sharpen my skills in the game.**)
300. By playing basketball I can get a sponsorship to attend a college or university to play basketball. (Instead of **Through basketball, I can get a scholarship to study at university or college.**)
301. When I come to new school this time the first thing I go to the office of Administration and he write details and he tell me you welcome and then and prepared myself in everything and then same on Monday. (Instead of **On arrival at the new school, I was directed to the Administration Office where I registered as a new student. I was then advised to get all the requirements and report back on Monday.**)

Learners in form three used communication strategies to navigate in the SL more than those in the two lower forms. The form threes' usage of communication strategies constituted 56.29%, form twos 21.01% and form ones 22.62%. This reveals that the higher the learners advanced

in their learning of English, the more they resorted to communication strategies to express themselves. This research analysed these strategies according to Tarone's (2000) taxonomy of communicative strategies. Since this was an analysis of the learners' written language, communicative strategies of message abandonment, avoidance and mime were not considered because they are more evident in spoken language than in written language.

4.5.5.2 Repetition

Bada (2010) observes that second language learners resort to communication strategies such as repetition in times of difficulty. This entails the repetition of syntactic or lexical items such as verbs, pronouns, determiners and prepositions. In this research, learners repeated prepositions, adverbs, conjunctions and articles as the following non-target-like sentences reveal:

302. Under no circumstances my father would not allow us to attend night parties **under any circumstance.** (*Under no circumstances would my father allow us to attend night parties.*)
303. Under no circumstances father would allow us to attend night parties **under any circumstances.** (*Under no circumstances would my father allow us to attend night parties.*)
304. Not once he did not mention her to me **even once.** (*Not once did he mention her to me.*)
305. Not once did he mention her to me **even once.** (*Not once did he mention her to me.*)
306. Not once mention her to me **even once.** (*Not once did he mention her to me.*)
307. Only the workers will **only** resume duty when their wages are increased. (*Only when their wages are increased will the workers resume duty.*)
308. Only workers will **only** resume duty when their wages increased. (*Only when their wages are increased will the workers resume duty.*)
309. Never again we shall **never** fall for their lies. (*Never again shall we fall for their lies.*)

In the non-target-like sentences, the learners repeat the highlighted words or phrases. In their essays, the same strategy was used:

310. The men **were** captured and **were** taken away by the police. (*The men were captured and taken away by the police.*)

311. Finally we had some siren **but** we did not know how the police were informed **but** that was not the problem **but** we all thanked God for that. *(Finally, we were surprised to hear the police siren since we had not informed them. However, we all thanked God for everything.)*
312. I knocked the door **but** she didn't respond to me I shouted again to her **but** all I knewed from her she was asleep because it was very late at night. *I knocked on the door but she didn't respond. I shouted again but there was no response. She was probably asleep because it was late at night.)*
313. My wife was lying in the sofas full of blood I had to call the police **and** other family members **and** they had to gather there. *(I found my wife lying in a pool of blood. After I called the police, my other family members heard the news and we all gathered there.)*
314. Luckily inside my house there was an installation of CCTV cameras **and** they had to check **and** they saw someone like me who killed my own wife suddenly I had my mother saying that I am late for school I had woken up **and** saw the sun had already risen. *(Luckily, I had installed CCTV cameras in my house. The cameras showed someone like me killing my wife. Suddenly, I heard my mother calling me saying I was late for school. I woke up immediately. The sun had already risen.)*
315. A broken hand **with** a lost dad **with** not even a goodbye. *(A broken hand, a lost dad and no goodbye.)*

4.6 Conclusion

The chapter's findings show that learners can only acquire second language features they are cognitively ready to process. While they could handle simpler grammatical structures, more complex procedures like VP-Procedure, S-Structure, and Subordinate Clauses were challenging, especially for lower-level learners (Forms One and Two). Analysis revealed deviations in all seven syntactic categories studied. In the Grammatical Task, the most errors occurred in Word Order, Auxiliaries, and Negation, with fewer in Clause Linkage, Tenses, and Prepositional Phrases. In essay writing, Prepositional Phrases had the highest errors, followed by Tenses, Clause Linkage, and Word Order.

Morphological errors were most frequent in inflections (tense, aspect, number), word derivation errors were fewer. Learners predominantly used communication strategies, which, while helpful, often resulted in non-target-like forms. These patterns were consistent across all school categories.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, a summary of the major findings of the study is given. The conclusions drawn from the study and the recommendations on what should be done are also explained.

5.2 Summary

Considering the objectives of the study, the data analysis and the findings, the following are the major findings. The findings are discussed through the three objectives of the study as outlined below.

5.2.1 Non-target-like Syntactic Sequences and Morphological Forms

A detailed analysis of the non-target-like syntactic sequences in the IL of the learners revealed deviations in the syntactic categories of Word Order, Negation, Interrogatives, Auxiliary Verbs, Tenses, Clause Linkage and Prepositional Phrases. In the Grammatical Task, there were more deviations in Word Order, Negation and Auxiliaries than in Tenses, Clause Linkage, Interrogatives and Prepositional Phrases. In the essays, there were more deviations in Prepositional Phrases, Tenses, Clause Linkage and Word Order than in Negation, Auxiliary Verbs and Interrogatives.

The non-target-like morphological forms in the IL of the learners revealed deviations in Word Derivations, Inflections in tense, number, aspect, singularization and pluralization. In both the Grammatical Task and the essays, deviations in tense, aspect and number were higher than those in singularization and pluralization. Deviations in word derivations had the least number of non-target-like forms.

5.2.2 Processing Procedures Acquired by Learners

An analysis of the Interlanguage syntactic sequences and morphological forms of the learners revealed that they had developed a number of Second Language processing procedures that enabled them to acquire some linguistic forms and functions.

The category procedure had been acquired by 80.92% of the learners who were able to use plural markers, possession markers and tense markers correctly. However, 19.07 % of the learner had difficulties using these markers correctly. A higher number had acquired the phrasal procedure as they were able to ensure there was plural agreement between the noun and its modifiers(s). This group constituted 95.32%, The VP-Procedure and the S-Procedure had been

acquired by 79.76% and 64.73% of the learners respectively. The learners who had acquired these processing procedures were able to use the suffixes –ed and –en to show aspect and to ensure there was agreement between the auxiliary verb and the verb. They were also able to ensure there was subject-verb agreement in their sentences. The category that presented the most difficulty to the learners was the subordinate clause procedure where only 32.94% of the learners had acquired the skills to process grammatical structures in this stage. The 32.94% could use inversion and cancel inversion where necessary. A significant 67.05% of the learners had not yet developed the necessary processing procedures to handle inversion and cancel inversion in sentences. This finding indicates that learners acquire processing procedures in accordance with the stages proposed by Pienemann (1998, 2005), even in contexts where they have been exposed to the target language for an extended period. In other words, Pienemann's stages of interlanguage development remain applicable even after prolonged use of the language.

Those learners whose language processors had not developed the processing procedures for a particular stage in the hierarchy were unable to use the grammatical structures in that stage. This aligns with the Processability Theory's claim that processing procedures limit the range of possible productive grammars at each developmental level (Pienemann 1998,2005).

5.2.3 Learners' Strategies

Learners of English as a second language use various strategies to aid their communication and understanding. The strategies of learning, communication, language transfer, transfer of training and overgeneralization are used by the learners at different levels of learning and in different categories of schools. These strategies, though helpful to the learners as they help them express themselves, can lead to the formation of non-target-like syntactic sequences and morphological forms.

The strategies of Language Transfer and Overgeneralization were mostly used by learners at lower levels (form one and two in this case) in their writing, especially when writing essays. Communication strategies such as paraphrase were used by learners more frequently than other strategies. Learners at higher levels (form three) used Communication Strategies and Strategies of Learning more often than Language Transfer, Overgeneralization and Transfer of Training. All these strategies led to the formation of non-target-like syntactic sequences and morphological forms in one way or another.

5.3 Conclusion

The aim of this study was to identify the Second Language processing procedures acquired by learners, to describe their non-target-like syntactic and morphological forms and to determine the strategies they used that led to the formation of non-target-like syntactic sequences and morphological forms. The study successfully identified the SL processing procedures acquired by learners and those that had not yet been acquired. Those learners who had not yet developed the necessary processing procedures had difficulties in handling certain linguistic forms and functions. This confirmed Pienemann's (1998;2005) assertion that language development is constrained by processability, even in contexts where the Target Language was used as a medium of instruction and learners had had many years of exposure to the Target Language.

5.4 Recommendations

From the findings of the study, the following recommendations were made:

1. The study revealed that learners use communication strategies such as paraphrase more frequently than other strategies. Learners at higher levels (form three) used Communication Strategies and Strategies of Learning more often than Language Transfer, Overgeneralization and Transfer of Training. Teachers of English should, therefore, strive to understand these communication strategies and help students learn English at their different levels of development.
2. Since the study analysed the non-target-like construction of the learners as they relate to Kiswahili as a first language, more studies should be conducted with other first languages in Malindi Town such as Pokomo, Kigiriyama, Arabic, Somali etc. This will add to the knowledge about how these languages interact with English in the course of Second Language Acquisition.
3. Second Language Acquisition researchers such as Selinker (1972) argue that spoken forms in informal settings reveal the real state of the Interlanguage of Second Language learners better than written elicitation tasks which may be manipulated. This study considered only the written language of the learners. More studies should be done using the spoken forms of language in areas such as phonology and semantics.
4. Since most developmental studies work well with a longitudinal approach, a longitudinal morphosyntactic research of the Interlanguage of first language speakers of Kiswahili should be done. This will enrich the research in Second Language Acquisition in the region.

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APPENDICES

Appendix I: Samples of NTL Sentences from GT and Essays

1. Under no circumstances **my father would** not allow us to attend night parties.
2. On no account **strangers are** not allowed into the compound.
3. Not once **he did** not mention her to me.
4. Never again **we shall** fall for their lies.
5. So bright **he was** that he scored A's in all subjects.
6. Not only **the students** were new to me but also the teachers and other workers.
7. Not only at school but also at home **it has** been one of my unifying factors.
8. **The senior teacher he** write down my name.
9. **All his wealth it** was taken by the government.
10. **Other youth they** can even wear bad clothes which they don't have manner and seems to walk on the streets without ashaming themselves.
11. These days **most childrens they** have spoil their mind looking bad movies...
12. She came back with the sad news that **Erick he** had been caught stealing and he was being beaten be people in town.
13. **Most of the people who go to the library they** have been making noise instead of reading.
14. I make a tea before I wearing my **nicely dress** from Brazil.
15. We have missed you so much **those all years** you have left us and went to Brazil.
16. The senior teacher carried **for my locker up to the class form one.**
17. You have here my word **I no you will come the ceremony.**
18. I thank God for oppportunity I have get to inform you that **my elder sister graduating** come next April.
19. Hope this letter reach you in good time and help looking forward for you reply thanks in advance.
20. All we know him?
21. Only the workers resume duty when their salaries are increased.
22. The workers resume duty when their wages are increased.
23. Only the workers will resume duty when their wages are increased.
24. Only workers will resume duty when their wages are increased.
25. **Under no circumstances** my father would **never** allow us to attend night parties.

26. **Under no circumstances** my father would **not** allow us to attend night parties.
27. **On no account** by the security officers strangers are **not** allowed into the compound.
28. **On no account** strangers are **not** allowed into the compound without the security officer's permission.
29. **Not once** he did **not** mention her to me.
30. **Not once** did he **not** mention her to me.
31. **Without** wasting **no** time I went to my bedroom to dress.
32. Since I was eager to attend the wedding I did **not** have **no** time to waste.
33. Surely it was a **bad** moment that I had **never** seen.
34. We all know him?
35. Illiteracy can impede development?
36. Do we?
37. Can I?
38. I wondered who was the one.
39. The second day I want to know who is our teachers...
40. Does illiteracy impede development?
41. Could development impede development?
42. Do illiteracy impede development?
43. All we know him?
44. Does illiteracy can impede development?
45. Are we all know him?
46. We know him?
47. Not once he mention her to me.
48. Not only the newspaper educate but also inform.
49. Not once he mentioned her to me.
50. Never again fall for their lies.
51. Never fall for their lies.
52. Only the workers resume duty when their wages are increased.
53. Scarcely one of the passengers began to scream when the plane just took off.
54. So bright that he scored A's in all subjects.

55. Under no circumstances my father is going to allow us to attend night parties.(Learner uses **going to** instead of **would**)
56. On no account strangers are not allowed into the compound without permission. (Learner uses **are** instead of **should**)
57. On no account will strangers be allowed into the compound with the security officer's permission. (Learner uses **will** instead of **should**)
58. Scarcely do the passengers scream when the plane had just taken off. (Learner uses **do** instead of **had**)
59. Not only do newspapers educate but also inform. (Learner uses **do** instead of **should**)
60. Not once has he mentioned her to me. (Learner uses **had** instead of **did**)
61. Scarcely **were** the passengers when the plane just taken off.
62. Scarcely plain took off and the passengers begun screaming.
63. Scarcely the plane went off when the passengers began to scream.
64. Scarcely when the passengers began to scream than the plane just took off.
65. Scarcely one of the passengers began to scream when the plane just took off.
66. Scarcely the plane took off had one of the passengers began to scream.
67. So he **scored** A's because he **is** bright.
68. Scarcely when the plane **had just take off** one of the passengers **screaming**.
69. Not only the newspapers **educating** but also **inform** at the same time.
70. Not only should the newspapers **educated** but also **inform** at the same time.
71. Her parents and relatives **were** very happy **seeing** their daughter going to the next level.
72. Lilian's father **was** very **shocked** and **sweating** so as her wife too.
73. So they **had** to come back particularly to our constituency and **picked** three young men who each of them was **complaining** that he had lost a lot of cattle.
74. The rumour **was** about my younger brother who **has joined** with gangsters.
75. We **prepared** as much as possible my auncl with many things from Brazil **likes** a cakes, fruits.
76. And the day **end**.
77. I thank God for the opportunity I **have get** to inform you that my elder sister graduating come next April.

78. After I came to Administration he **take** me to senior teacher and he **gave** me a locker and then he **show** me...
79. I **have write** this letter because I don't want to miss.
80. I **have** just **complete** my degree course.
81. When I **go** to class I **was fear** because I don't know anyone there, and I **see** one of my friend who is called Vincent, and I **was** late because my friend they **started** learning and I **take** the notes and I **started** to write.
82. I **lift** my brother trying to look what **is** on him; nothing I **found**.
83. The youths **are destroy** their lives doing on bad thing...
84. After the calm **ushered** in, people from all corners of the village...
85. The issue was **rised** and taken forward to the county commissioner.
86. He started to **rise** his temper.
87. When I go to class I **was** fear because I don't know anyone there...
88. The youths **are** destroy their lives on doing bad thing which can lead terrible on their country.
89. Not only newspapers should educate and inform at the same time.
90. So he scored A's in all subjects due to his brightness.
91. Not only I think newspapers should educate also inform at the same time.
92. Not only should newspapers educate and inform at the same time.
93. So for his bright he scored A's in all subjects.
94. So he was bright and scored A's in all subjects.
95. Not only newspapers should educate inform at the same time.
96. We had already finished paying at the cashier **and** heard people screaming from outside.
(Learner uses **and** instead of **when**)
97. We were all scared **and** our lives were on their hands. (Learner uses **and** instead of **because**)
98. My cousin and I went straight back home **and** this time we took a taxi because we were still afraid of what will happen next. (Learner uses **and** instead of **but**)
99. Finally we had some siren **but** we did not know how the police were informed **but** that was not the problem **but** we all thanked God for that.

100. I knocked the door **but** she didn't respond to me I shouted again to her **but** all I knewed from her she was asleep because it was very late at night.
101. Our bus had hit a matatu **and** some of my school members were badly injured **and** all of the matatu passengers died on the spot.
102. I was afraid **and** I did not know what to do. (Learner should have written 'I was **so** afraid **that** I did not know what to do.)
103. I was shocked **and** stand rooted on the ground. (Learner should have written 'I was **so** shocked **that** I stood rooted on the ground.)
104. I was really happy **and** I couldn't hid my happiness. (Sentence should have been 'I was **too** excited **to** hide my happiness.)
105. Suddenly to men emerged that had shaggy hair with red popped eyes.
106. The doctor said that they had bleed too much had they need somebody to donate blood for them.
107. A gentleman came along me he had long hair, dressed on a white gown which shone like a star.
108. If you loose a game doesn't mean that you are failures, we accepted the state.
109. It exercise help me to have a healthy body, become strong.
110. Basketball is a game help people to remove stress among people.
111. I no you very well I what to tell you we will be having a ceremony for my sister.
112. It will be on Sunday April it will start on 3:00p.m.
113. You have here my word I no you will come the ceremony.
114. Before twinkle of an eye the area was surrounded by a crowd. (**before** instead of **within**)
115. The evening went in a snail's speed...(instead of **...at snail speed**)
116. We were all scared and our lives were on their hands. (instead of **...in their hands**)
117. On no account **of the security officer permission** strangers are not allowed into the compound.
118. On no account **of the security officer's** stranger should not be allowed into the compound.
119. Can illiteracy impede **to** development?
120. Only the workers **of whom** their wages are not increased they will resume duty.

121. Could development impede **into** illiteracy?
122. Under no circumstances **of my father** would allow us to attend night parties.
123. I was looking for other means **for me** to enter inside the house but all what I found is nowhere.
124. We paid **for** the entry fee.
125. I recovered **to** my normal condition.
126. I won't ever get **on** my whole life.
127. He stepped **at** me on my foot...
128. Surely, I went back home crying alone and also **sympathized my friend.**(Instead of '...I sympathized **with** my friend)
129. You have here my word I no you will come the ceremony. (instead of '...come **to** the ceremony)
130.and I was still struggling to squeeze it he admired me **in critically condition**
131. Within the shake of the lamb's tail the doctor came hugged my father **with a joy overflow...**
132. My father jumped **with an excitement...**
133. I came to confirm **to it...**
134. The whole first day came and they introduce **to themselves...**
135. Under no circumstances my father would not allow us to attend night parties.
136. On no account stranger should not be allowed into the compound without the security officer's permission.
137. Not once he did not mentioned her to me.
138. Under no circumstances my father did not allow us to attend night parties.
139. On no account from the security officers strangers should not be allowed into the compound.
140. Not once he did not mention her to me.
141. Without wasting no time I went to my bedroom.
142. Since I was eager to attend the wedding I did not have no time to waste.
143. Surely it was a bad moment that I had never seen.
144. I even couldn't tell which state now I was in not even a total confusion.

145. Under no circumstances **will** our father allow us to attend night parties. (Learner uses **will** instead of **would**)
146. On no account **shall** strangers be allowed into the compound without the security officer's permission. (Learner uses **shall** instead of **should**)
147. ...it was when one of my friends came home in the evening so that we **can** go celebrate her brother's party. (Learner uses **can** instead of **could**)
148. After one week, my father told me that we **will** be travelling to Europe and see the beautiful features. (Learner uses **will** instead of **would**)
149. We immediately went to a restaurant where we **can** sleep the rest of the days in China. (Learner uses **can** instead of **could**)
150. I had no choice since I taken off my clothes.
151. That when I come to realize it was birthday.
152. There was another being at the door, I quickly hurried to open but I paralysed with fear like a chameleon on a feeble wig.
153. Although I was newcomer, I got punished and told to pay.
154. I thank God for this opportunity I have get to inform you that my elder sister graduating come next April.
155. As family we would like to meet you this time as you know you just like our sungir.
156. I make a tea before I wearing my **nicely** dress from Brazil. (The learner adds the suffix -ly to the adjective **nice** to form **nicely** but uses it to modify the noun 'dress')
157. She was **unpolite** person because she responded harshly.
158. The pastor was **well-hearted** and allowed me to be in the bus but I should not disturb anyone.
159. Young girls are dropping schools because of pregnances that were caused by **drunkers** who dranked and raped the girls.
160. I am a qualified worker has I can **apparate** the machine well.
161. During the past days the captains were using wind to make the boat to move but now. They just use and engine and starting to travel with it **fastly**.
162. Resian is **respectious**. She respected his father when he called her and respond the information to him.
163. Scarcely when the plane had just take off **one of the passenger** screaming.

164. Not only **that newspaper** educate but also inform.
165. ...I see **one of my friend** who is called Vincent...
166. We decided to use a path which had forest and **some of homestead** which were far apart.
167. We need to balance **both side** to be equal.
168. On no account should **the strange** allowed into the compound without the security officer's permission.
169. Not only **newspaper** should educate and inform at the same time.
170. These days most **childrens** they have spoil their mind looking bad movies...
171. We fetched the **firewoods** and decided to eat some fruits un the forest.
172. Scarcely had the plane **take** off when one of the passengers began to scream.
173. Not once had he **mention** her to me.
174. Not once has he **mention** her to me.
175. **Do** illiteracy impede development?
176. Not once did he **mentioned** her to me.
177. Not only newspapers should educate but also **informs** at the same time.
178. The senior teacher he **write** down my name.
179. And the day **end**.
180. I am doing well in school since I **join** this form.
181. When I tried to stand up I was **beated** on my head with a hard stick and **felled** down helplessly.
182. Since that day I could not **boarded** a matatu that was **drived** at a very speed.
183. Basketball **create** peace among people.
184. It **help** me know people among people.
185. Not **educating** the newspaper are but also **informing** at the same time.
186. Not only **educating** but also I think newspaper should inform at the same time.
187. Not only **educating** but also the newspaper should inform.
188. Not only the newspaper **educating** but also inform at the same time.
189. Not only should **newspaper** educate but also inform at the same time.
190. On no account **stranger** should not be allowed into the compound without the security officer's permission.

191. Under no **circumstance** my father would not allow us to attend night parties.
192. Only if their wages are increased the **worker** will resume duty.
193. **Her parents and relatives** were very happy seeing their daughter going to the next level.
194. **Lilian's father** was very shocked and sweating so as her wife too.
195. **The evening** went in a snail's speed and I was sad that I started shedding tears.
196. **My cousin and I** went straight back home and this time we took a taxi...
197. **Some people** came inside holding guns and they were all covered in black...
198. We need to balance **both side** to be equal.
199. **This high numbers** makes a teacher not to give...
200. I make **a tea** before I wear my nicely dress from Brazil.
201. Scarcely **had** the plane **take off** when one of the passengers began to scream.
202. Scarcely the passengers began to scream when the plane **had just take**.
203. Scarcely plane **had just take off** when one of the passengers began to scream.
204. Not once **has** he **mention** her to me.
205. Not once **had** he **mention** her to me.
206. Not once **did** he **mentioned** her to me.
207. It was Friday morning when I **was woke up** early in the morning before a cork crowd.
208. I thank God for opportunity I **have get** to inform you that my elder sister graduating come next April. The place of the occasion is at our house the function will start at 1:30pm.
209. I **was shocked** and **stand** rooted on the ground.
210. The doctor said that they **had bleed** too much had they need somebody to donate blood for them.
211. I was really happy and I **couldn't hid** my happiness.
212. Since that day I **could not boarded** every matatu that was driven at a very high speed.
213. I **have** just **complete** my degree.
214. Not only the **newspaper educate** but also **inform**.
215. Under no circumstances my father **do not allow** us to attend night parties.
216. Under no circumstances my father **allow** me to attend night parties.

217. Not only that newspaper **educate** but also inform.
218. My **cousin are** doing well...
219. The senior **teacher he write** down my name.
220. My second day in school I came late at school but there no teacher in class the pupils were reading...and **the day end**.
221. My favourite phone, my loggings which I had them in my hand, **was** seen on the floor.
222. I was thinking about **my properties** that I was given someone and **it has** lost.
223. **They** don't have manner and **seems** to walk on the streets without ashaming themselves.
224. Under no circumstances **my father would** still not allow us to attend night parties.
225. Under no circumstances **my father would** never allow us to attend night parties.
226. Under no circumstances **my father would** not allow us to attend night parties.
227. On no account by the security officers **strangers are** not allowed into the compound without the security officer's permission.
228. Not once **he did** not mention her to me.
229. Not once **he mentioned** her to me.
230. Scarcely **one of the passengers began** to scream when the plane just took off.
231. Never again **we shall** fall for their lies.
232. Not only **the students were** new to me but also the teachers and other workers.
233. Not only at school but also at home **it has been** one of my unifying factors.
234. Do we know him all?
235. Only when their wages are increased the workers will resume with their duty.
236. You have here my word I now you will come the ceremony. (Learner omits 'to' which is consistent with Kiswahili Morphology. In Kiswahili, the morpheme denoting place 'ni' is affixed to the root of the noun to form an adverb of place e.g. karamuni)
237. The aim of me writing this letter to you is that I have recently completed my degree course. (Lengo langu la kuandika barua hii...) The order of words in the first part of the sentence is consistent with Kiswahili syntax but NTL in English)
238. Fujo's family had know about his secret **since when he got the money**(...tangu alipopata pesa)

239. The issue was rised and **taken forward to the county commissioner**. (Jambo hilo lilizungumziwa na kupelekwa mbele kwa mkuu wa kaunti)
240. The rumour was about **my younger brother who has joined with gangsters**. (...ndugu yangu mdogo ambaye amejiunga na majambazi)
241. He always come home late everyday while drunkard. (Alirudi nyumbani kila siku akiwa mlevi)
242. He started to **rise his temper on me**. (Alianza kunipandishia hasira)
243. This high number makes a teacher not to give much assignment **because he or she does not want to get tired**. (...kwa sababu hataki kuchoka)
244. Advise and caution the students about the effect of bullying and **remove a solution** to end bullying . (...kutoa suluhisho...)
245. These days most childrens they have spoil their mind looking bad movies because modern technology it has spoil... (...wameharibu mawazo yao wakitazama filamu mbaya...)
246. On no account **stranger** should not be allowed in the compound. (Learner omits plural marker 's' on the noun 'strangers' which was in the original sentence)
247. Not only newspapers should educate and inform at the same time. (Learner omits part of the correlative conjunction)
248. Not once he mention her to me. (Learner omits auxiliary verb 'had')
249. Not only newspaper educate but also inform. (Learner omits auxiliary verb 'should')
250. The first day I came to school I was **new student**... (Learner omits article 'a' in the NP 'new student')
251. My second day in school I came late at school but **there no** teacher in class...(Learner omits the auxiliary verb 'was')
252. After I came to **administration office**... (Article 'the' omitted)
253. ...he **take** me to senior teacher (Learner omits singular marker 's' on the verb 'take')
254. My elder sister **graduating** come next April. (Learner omits auxiliary verb 'is')
255. Hope that this letter **reach** you in good time...(Learner omits present tense marker '-es' on the verb 'reach')

256. I have just **complete** my degree course. (Learner omits aspect marker ‘-d’ on the verb ‘complete’)
257. I knocked **the door** but she didn’t respond to me...(Learner omits preposition ‘on’ in the PP ‘on the door’)
258. Under no circumstances my father **will** allow us to attend night parties. (Learner uses ‘will’ instead of ‘would’)
259. On no account strangers **are not** allowed into the compound without the security officer’s permission. (Learner uses ‘are’ instead of ‘should’ which was in the original sentence)
260. On no account **will** strangers be allowed into the compound. (Learner uses ‘will’ instead of ‘should’)
261. **Could** development impede illiteracy? (Learner uses ‘could’ instead of ‘can’ which was in the original sentence)
262. ...the other students **were** asked me my name...(uses **were** as tense marker)
263. I **was** miss you so much. (uses **was** to mark the past tense)
264. I make **a tea** before I wearing my nicely dress from Brazil. (uses ‘**a**’ with ‘tea’)
265. She was **unpolite** person. (uses ‘**un**’ as negative prefix in wrong context)
266. The issue was **rised** and taken forward to county commissioner. (forms past tense of **rise** by adding –d)
267. They just use an engine and starting to travel with it **fastly**. (Learner adds suffix –ly to **fast** to form NTL word ‘fastly’)
268. When I tried to stand up I was **beated** on my head with a hard stick and **felled** down helplessly. (adds –ed to **beat** and **fall**, which are irregular verbs)
269. Under no circumstances my father would still **not** allow us to attend night parties.
270. On no account strangers should **not** be allowed into the compound.
271. Not once he did **not** mention her to me.
272. Under no circumstances we would **not** be allowed to attend night parties.
273. I took the bull by its horn and slowly tiptoed to my class when I was **furiously** called by the head teacher Mr. Kabaka.
274. People were everywhere admiring the new things while others were busy **shopping** many kind of items.

275. People who tried to escape were shot dead while others were beaten **vigorously**.
276. One of my friends threw a stone and **knocked** a small house which was in between trees.
277. **To my suspense** the dog started chasing me.
278. Luckily Mr. Lukeman came and **ceased** his dog.
279. Our eyes were **untied**.
280. Everyone was **brutally** injured and luckily I was safe and sound healthy.
281. The **patients** were taken to hospital...
282. Can **impetide** development illiteracy?
283. I need to be first **fit up** in mind after that I apply the knowledge at pitch.
284. I am a qualified worker has I can **apparate** the machine well.
285. The pastor was **well-hearted**...
286. Young girls are dropping schools because of pregnancies that were caused by **drunkers**...
287. Resian is **respectious**. She respected his father when he called her and respond the information to him.
288. Some people were taken to an inside room while **some of the terrorists were taking our phones and if we had some money**.
289. We were told to get out one by one as **we held our hands on our heads**.
290. Soon thieves were all over the supermarket telling people to lay down **pointing with their guns**.
291. They grabbed us and forced us to enter into the car **and closed our eyes with some pieces of clothes so that we could not see where we were being taken**.
292. The doctor said that they had bleed too much they need somebody **to donate blood for them**.
293. A crowd of people had gathered **watching over a man who tend to perform magic**.
294. Luckily inside my house there was an installation of CCTV cameras and they had to check and they saw someone like me who killed my own wife suddenly I had my mother saying that I am late for school I had woken up and saw the sun had already risen. (The learner should have simply written **Luckily for me, the CCTV cameras installed in my**

house revealed my wife's killer. As I pondered over this, my mother's voice woke me from this dream; it was already dawn.)

295. It was during one day that I found myself at the middle of a big forest where it was covered with nothing but darkness all over. (The learner should have written **One day I strayed into the middle of a big dark forest.**)

296. The grabbed us and forced us to enter into the car and closed our eye with some pieces of clothes so that we could not see where we were being taken. (The learner should have written **The kidnappers blindfolded us and drove us to some unknown destination.**)

297. When we eventually reached the bus station every pupil part ways to catch a bus to their home. (Learner should have written **On arrival at the bus station, each one of us went their own way.**)

298. This being the sixth year while finishing on my four year high school course, my plans are not just to sit and relax but make a step forward to practicing and playing B-ball to sharpen my skills. (Instead of **This being my final year in high school, I intend to intensify my practice in basketball in order to sharpen my skills in the game.**)

299. By playing basketball I can get a sponsorship to attend a college or university to play basketball. (Instead of **Through basketball I can get a scholarship to study at university or college.**)

300. When I come to new school this time the first thing I go to the office of Administration and he write details and he tell me you welcome and then and prepared myself in everything and then same on Monday. (Instead of **On arrival at the new school, I was directed to the Administration Office where I registered as a new student. I was then advised to get all the requirements and report back on Monday.**)

301. Under no circumstances my father would not allow us to attend night parties **under any circumstances.**

302. Under no circumstances father would allow us to attend night parties **under any circumstances.**

303. Not once he did not mention her to me **even once.**

304. Not once did he mention her to me **even once.**

305. Not once mention her to me **even once.**

306. Only the workers will **only** resume duty when their wages are increased.
307. Only workers will **only** resume duty when their wages increased.
308. Never again we shall **never** fall for their lies.
309. The men **were** captured and **were** taken away by the police.
310. Finally we had some siren **but** we did not know how the police were informed **but** that was not the problem **but** we all thanked God for that.
311. I knocked the door **but** she didn't respond to me I shouted again to her **but** all I knewed from her she was asleep because it was very late at night.
312. My wife was lying in the sofacates full of blood I had to call the police **and** other family members **and** they had to gather there.
313. Luckily inside my house there was an installation of CCTV cameras **and** they had to check **and** they saw someone like me who killed my own wife suddenly I had my mother saying that I am late for school I had woken up **and** saw the sun had already risen.
314. A broken hand **with** a lost dad **with** not even a goodbye.

Appendix II: Data Collection Instruments

My name is Selinah Nebokhi Oyiengo, a Masters student at Egerton University, Njoro. I am carrying out a morphosyntactic study of the Interlanguage of Kiswahili speaking learners of English as a second language in Malindi Town, Kilifi County. The information you give is very important for the success of this research. I, therefore, request you to be very honest in your responses.

The information you give will be treated with total confidence. Please be assured that your name or the name of your school will not be disclosed in the research report. Kindly answer the questions as completely and as clearly as possible. Your participation is voluntary.

Do you agree to participate in the study? Yes () No ()

If yes:

Signature _____ Date _____

Grammatical Task (GT)

Kindly answer the following questions as honestly as possible.

1. What is your first language/mother tongue (a) Kiswahili () (b) Giriama ()
Other _____
2. Which language do you feel most comfortable speaking? Kiswahili () English () Other ()

Please rewrite the following sentences according to the instructions given after each to the best of your ability. Do not change the meaning.

1. My father would not allow us to attend night parties under any circumstances. (*Begin: Under no circumstances...*)
2. Strangers should not be allowed into the compound without the security officer's permission. (*Begin: On no account...*)
3. The plane had just taken off when one of the passengers began to scream. (*Begin: Scarcely...*)
4. We all know him. (*Change into a question.*)

5. I think newspapers should educate and inform at the same time. (*Begin: Not only...*)
6. Nzilani did not realize it was four o'clock. She got out of bed. (*Rewrite as one beginning: Not realizing...*)
7. He did not mention her to me even once. (*Begin: Not once...*)
8. We shall never again fall for their lies. (*Begin: Never...*)
9. The workers will only resume duty when their wages are increased. (*Begin: Only...*)
10. He was so bright that he scored A's in all subjects. (*Begin: So...*)
11. He had hardly finished his meal when he started feeling nauseous. (*Hardly...*)
12. She did not talk about her predicament. (*Begin: Not once...*)
13. As soon as he heard his name he dashed out of the hall. (*Rewrite beginning: No sooner...*)
14. Illiteracy can impede development. (*Change into a question.*)

Thank you for participating in this study.

Strategies that shape the Morphological Forms and the Syntactic Sequences in the Interlanguage of the Learners of English

The following table was used to record the non-target-like sentences constructed by students in the writing task and essays. In an imaginative essay written by students in a previous assignment (done independent of this study), the researcher identified the strategies used by students in the formation of non-target-like sequences in syntactic categories of word order, tenses, negations, interrogatives, auxiliaries, clause linkage and prepositional phrases. Deviations in morphological forms such as word derivations, singularization and pluralization, and inflections in tense, aspect and number were identified and analysed.

Grammatical task	NTL syntactic sequences in the categories of word order, inversion, interrogatives, auxiliaries, clause linkage, tenses, prepositional phrases	NTL Morphological Forms in word derivation, singularization and pluralization, inflections	Strategies used (language transfer, overgeneralization, strategies of learning, strategies of communication, transfer of training)
Non-Target-Like sentences 1. 2. 3. 4. 5.			
Essays Non-Target-Like Sentences 1. 2. 3. 4. 5.			

Appendix III: Sample GT and Excerpts from Essays
Sample A

Students' Task

Kindly answer the following questions as honestly as possible.

1. What is your first language/mother tongue (a) Kiswahili () (b) Giriama ()

Other Kibajuni

2. Which language do you feel most comfortable speaking? Kiswahili () English () Other (✓)

Please rewrite the following sentences according to the instructions given after each to the best of your ability. Do not change the meaning.

1. My father would not allow us to attend night parties under any circumstances. (Begin: Under no circumstances...) under no circumstances ~~would not allow us~~ my father would not ~~to attend night parties~~ allow us to attend night parties under any circumstances.
2. Strangers should not be allowed into the compound without the security officer's permission. (Begin: On no account...) on no account strangers should not be allowed into the compound without
3. The plane had just taken off when one of the passengers began to scream. (Begin: Scarcely...) scarcely plane had just taken off when one of the passengers began to scream.
4. We all know him. (Change into a question.) all we know him?
5. I think newspapers should educate and inform at the same time. (Begin: Not only...) not only newspapers should educate and inform at the same time
6. He did not mention her to me even once. (Begin: Not once...) not once mention her to me even once.
7. We shall never again fall for their lies. (Begin: Never...) never fall for their lies.
8. The workers will only resume duty when their wages are increased. (Begin: Only...) only workers will resume duty when their wages are increased.
9. He was so bright that he scored A's in all subjects. (Begin: So...) so that he scored A's in all subjects.
10. Illiteracy can impede development. (Change into a question.) Can illiteracy impede development?

Thank you for participating in this study.

Sample B

Students' Task

Kindly answer the following questions as honestly as possible.

1. What is your first language/mother tongue (a) Kiswahili (✓) (b) Giriama (✓)

Other _____

2. Which language do you feel most comfortable speaking? Kiswahili (✓) English () Other ()

Please rewrite the following sentences according to the instructions given after each to the best of your ability. Do not change the meaning.

1. My father would not allow us to attend night parties under any circumstances. (Begin:

Under no circumstances...)

Under no circumstances my father wouldn't allow us to attend night parties.

2. Strangers should not be allowed into the compound without the security officer's

permission. (Begin: *On no account...)* On no account strangers shouldn't be allowed into the compound without the security officer's permission.

3. The plane had just taken off when one of the passengers began to scream. (Begin:

Scarcely...) Scarcely, the plane had just taken off when one of the passengers began to scream.

4. We all know him. (Change into a question.) Don't we all know him?

5. I think newspapers should educate and inform at the same time. (Begin: *Not only...)*

Not only I think newspapers should educate and inform at the same time.

6. He did not mention her to me even once. (Begin: *Not once...)*

Not once He didn't mention her to me even.

7. We shall never again fall for their lies. (Begin: *Never...)*

Never fall for their lies again.

8. The workers will only resume duty when their wages are increased. (Begin: *Only...)*

Only the workers will resume duty when their wages are increased.

9. He was so bright that he scored A's in all subjects. (Begin: *So...)*

So He was so bright that he scored A's in all subjects.

10. Illiteracy can impede development. (Change into a question.)

Illiteracy can impede development?

Thank you for participating in this study.

Sample C

Students' Task

Kindly answer the following questions as honestly as possible.

1. What is your first language/mother tongue (a) Kiswahili () (b) Giriama (✓)
Other _____

2. Which language do you feel most comfortable speaking? Kiswahili (✓) English () Other ()

Please rewrite the following sentences according to the instructions given after each to the best of your ability. Do not change the meaning.

1. My father would not allow us to attend night parties under any circumstances. (Begin: Under no circumstances...)

Under no circumstances, my father would ^{not} allow us attend ^{night parties}.

2. Strangers should not be allowed into the compound without the security officer's permission. (Begin: On no account...)

On no account ^{strangers} should be allowed into the compound without the security officer's permission.

3. The plane had just taken off when one of the passengers began to scream. (Begin: Scarcely...)

Scarcely, the plane had just taken off when one of the passengers began to scream.

4. We all know him. (Change into a question.)

Did you all know him?

5. I think newspapers should educate and inform at the same time. (Begin: Not only...)

Not only newspapers should educate but also inform at the same time.

6. He did not mention her to me even once. (Begin: Not once...)

Not once he mention her to me.

7. We shall never again fall for their lies. (Begin: Never...)

Never, again fall for their lies.

8. The workers will only resume duty when their wages are increased. (Begin: Only...)

Only workers will ^{only} resume duty when their wages are increased.

9. He was so bright that he scored A's in all subjects. (Begin: So...)

So he was so bright that he scored A's in all subjects.

10. Illiteracy can impede development. (Change into a question.)

Can illiteracy impede development?

Thank you for participating in this study.

Sample D

Students' Task

Kindly answer the following questions as honestly as possible.

1. What is your first language/mother tongue (a) Kiswahili () (b) Giriama ()

Other POKOMO

2. Which language do you feel most comfortable speaking? Kiswahili () English () Other ()

Please rewrite the following sentences according to the instructions given after each to the best of your ability. Do not change the meaning.

1. My father would not allow us to attend night parties under any circumstances. (Begin: Under no circumstances...)

Under no circumstances, my father would not allow us to attend night parties.

2. Strangers should not be allowed into the compound without the security officer's permission. (Begin: On no account...)

No account strangers should not be allowed into the compound without the security officer's permission.

3. The plane had just taken off when one of the passengers began to scream. (Begin: Scarcely...)

Scarcely the plane had just taken off when one of the passengers began to scream.

4. We all know him. (Change into a question.) are we all know him?

5. I think newspapers should educate and inform at the same time. (Begin: Not only...)

Not only ~~that~~, newspaper should educate and inform at the same time.

6. He did not mention her to me even once. (Begin: Not once...)

Not once he did not mention to me.

7. We shall never again fall for their lies. (Begin: Never...)

Never we shall fall again for their lies.

8. The workers will only resume duty when their wages are increased. (Begin: Only...)

Only the workers will resume duty when their wages are increased.

9. He was so bright that he scored A's in all subjects. (Begin: So...)

So he was bright that he scored A's in all subjects.

10. Illiteracy can impede development. (Change into a question.)

does illiteracy can impede development?

Thank you for participating in this study.

Sample E

Students' Task

Kindly answer the following questions as honestly as possible.

1. What is your first language/mother tongue (a) Kiswahili () (b) Giriama (✓)

Other Katuma

2. Which language do you feel most comfortable speaking? Kiswahili (✓) English () Other ()

Please rewrite the following sentences according to the instructions given after each to the best of your ability. Do not change the meaning.

1. My father would not allow us to attend night parties under any circumstances. (Begin: Under no circumstances...) *Under no circumstances my father would not allow us to attend night parties.*
2. Strangers should not be allowed into the compound without the security officer's permission. (Begin: On no account...) *On no account strangers should not be allowed into the compound without the security officer's permission.*
3. The plane had just taken off when one of the passengers began to scream. (Begin: Scarcely...) *Scarcely the plane taken off when one of the passengers began to scream.*
4. We all know him. (Change into a question.) *do we?*
5. I think newspapers should educate and inform at the same time. (Begin: Not only...) *Not only newspapers should educate but also inform at the same time.*
6. He did not mention her to me even once. (Begin: Not once...) *Not once he mention her to me.*
7. We shall never again fall for their lies. (Begin: Never...) *Never fall for their lies.*
8. The workers will only resume duty when their wages are increased. (Begin: Only...) *Only workers will resume duty when their wages are increased.*
9. He was so bright that he scored A's in all subjects. (Begin: So...) *So he was bright and scored A's in all subject.*
10. Illiteracy can impede development. (Change into a question.) *Can I?*

Thank you for participating in this study.

Sample F

Students' Task

Kindly answer the following questions as honestly as possible.

1. What is your first language/mother tongue (a) Kiswahili () (b) Giriama ()

Other Kiswahili

2. Which language do you feel most comfortable speaking? Kiswahili () English () Other ()

Please rewrite the following sentences according to the instructions given after each to the best of your ability. Do not change the meaning.

1. My father would not allow us to attend night parties under any circumstances. (Begin: Under no circumstances...) Under no circumstances my father would not allow us to attend night parties.
2. Strangers should not be allowed into the compound without the security officer's permission. (Begin: On no account...) On no account strangers should not be allowed into the compound without the security officer's permission.
3. The plane had just taken off when one of the passengers began to scream. (Begin: Scarcely...) Scarcely the plane had just taken off when one of the passengers began to scream.
4. We all know him. (Change into a question.) Will all know him?
5. I think newspapers should educate and inform at the same time. (Begin: Not only...) Not only I think newspapers should educate but also inform at the same time.
6. He did not mention her to me even once. (Begin: Not once...) Not once did he mention her to me even once.
7. We shall never again fall for their lies. (Begin: Never...) Never shall we again fall for their lies.
8. The workers will only resume duty when their wages are increased. (Begin: Only...) Only the workers will resume duty when their wages are increased.
9. He was so bright that he scored A's in all subjects. (Begin: So...) So was so bright that he scored A's in all subjects.
10. Illiteracy can impede development. (Change into a question.) Can illiteracy impede development?

Thank you for participating in this study.

Sample G

Students' Task

Kindly answer the following questions as honestly as possible.

1. What is your first language/mother tongue (a) Kiswahili () (b) Giriama ()

Other Kikamba

2. Which language do you feel most comfortable speaking? Kiswahili (✓) English () Other ()

Please rewrite the following sentences according to the instructions given after each to the best of your ability. Do not change the meaning.

1. My father would not allow us to attend night parties under any circumstances. (Begin: Under no circumstances...) Under no circumstances my father would not allow us to attend night parties.
2. Strangers should not be allowed into the compound without the security officer's permission. (Begin: On no account...) On no account stranger should allowed into the compound without the security officer's permission.
3. The plane had just taken off when one of the passengers began to scream. (Begin: Scarcely...) Scarcely plane had just taken off when one of the passengers began to scream.
4. We all know him. (Change into a question.) Will all know him?
5. I think newspapers should educate and inform at the same time. (Begin: Not only...) Not only newspapers should educate and inform at the same time.
6. He did not mention her to me even once. (Begin: Not once...) Not once he did not mention her to me.
7. We shall never again fall for their lies. (Begin: Never...) Never again we shall fall for their lies.
8. The workers will only resume duty when their wages are increased. (Begin: Only...) Only the workers will resume duty when their wages are increased.
9. He was so bright that he scored A's in all subjects. (Begin: So...) So he was bright that he scored A's in all subjects.
10. Illiteracy can impede development. (Change into a question.) Can impede development illiteracy?

Thank you for participating in this study.

Sample H

Students' Task

Kindly answer the following questions as honestly as possible.

1. What is your first language/mother tongue (a) Kiswahili () (b) Giriama (✓)

Other Kiswahili

2. Which language do you feel most comfortable speaking? Kiswahili () English (✓) Other ()

Please rewrite the following sentences according to the instructions given after each to the best of your ability. Do not change the meaning.

1. My father would not allow us to attend night parties under any circumstances. (Begin: Under no circumstances...) Under no circumstances my father would not allow us to attend night parties.
2. Strangers should not be allowed into the compound without the security officer's permission. (Begin: On no account...) On no account strangers should not be allowed into the compound without the security officer's permission.
3. The plane had just taken off when one of the passengers began to scream. (Begin: Scarcely...) Scarcely the plane had just taken off when one of the passengers began to scream.
4. We all know him. (Change into a question.) All we know him?
5. I think newspapers should educate and inform at the same time. (Begin: Not only...) Not only but also newspapers should educate and inform at the same time.
6. He did not mention her to me even once. (Begin: Not once...) Not once he mention her to me.
7. We shall never again fall for their lies. (Begin: Never...) Never again fall for their lies.
8. The workers will only resume duty when their wages are increased. (Begin: Only...) Only workers will resume duty when their wages are increased.
9. He was so bright that he scored A's in all subjects. (Begin: So...) So he was bright that he scored A's in all subjects.
10. Illiteracy can impede development. (Change into a question.) Can Impede development illiteracy.

Thank you for participating in this study.

Sample I

Months passed away and ^{the} day had finally arrived. The pain that my mother went through and the struggle she had so that she could take care of herself and her unborn child had finally come to an end.

My mother was crawling on the ground crying for help since she was in her labour pains. I had no other choice but to call my father since my mother was in pain and she needed help. I sympathized my mum.

Within no time my father arrived and rushed her to the hospital and waited for the results. Myriads of questions criss-crossed my father's mind how my mother was doing at the maternity. It was my father's wish my mother to give birth to a son. Hours and hours went away the results and information did not approach my father.

~~He was in fear and confused what was happening that he it took so long.~~ Within the shade of the lamb's tail the doctor came with a smiling face. I was eagerly waiting for the news. The doctor hugged my father with a joy overflow and told him that my mother had delivered a baby boy.

My father jumped with an excitement. He was over the moon. He was joyous that he carried me on his back and sang praises to God. I was very happy for once I am a sister and I have a little brother. My mother was discharged out of the hospital.

When we arrived home my relatives welcomed her with so much happiness that my mum felt we were all on her side. We held a party in our home that was full of blessing. Surely I will never forget this wonderful day.

SAMPLE J

It was on Saturday morning when I woke up early, in the ~~the~~ just to. At that time my brother and sisters had already woken up. I quickly went to take a bath. After sometime I was in my room dressing to go and meet my friends so as to go to a party. If I could really remember it was my friend's birthday and she had invited me.

After the quick dressing I went to the dining table so as to take my strong breakfast. After the strong breakfast I was ready to go to my friend's home. At exactly 2 o'clock, I was in their compound seeing a lot of people that I had never met before. I was so lonely not seeing anyone to talk to. After some few minutes I saw some of my friends at the entrance door coming towards me. I was so happy. At least at that time I had friends to talk to and laugh.

The ceremony started after my friends had arrived. The ceremony started with a lot of joy and happiness. Lillian was very beautiful and smart in the dress that she had worn. In short, everyone was smart. Her parents and relatives were very happy seeing their daughter going to the next level.

As we were in the process of cutting the cake, the whole compound was surrounded with gangsters. They entered the room and told all of us who were in there to kneel down and surrender. I was about to faint, cry and also call my parents who were back at home. The master of the gang ordered that anything which was good and precious to be taken off.

Lillian's father was very shocked and sweating so as her wife too. The gangs destroyed everything that was in the house and stole all that was good and precious. After everything that they had planned they escaped. Surely, I went back home crying alone and also sympathised my friend. Truly, I will never forget that very day.

SAMPLE K

It was on Friday morning when I was woken up early in the morning before a cock crow. I went hurriedly to the bathroom to take a quick shower. After a throw of a stern I found myself in my room while selecting ~~an~~ one of my new dresses. After a twinkle of an eye I went to my wall side mirror setting ~~an~~ my disordered hair.

My mother was in the kitchen preparing my delicious breakfast. My mother call me out to go and enjoy my breakfast. I ate it as greedy as greedy hyena. After drinking the milk in a glass I took my handbag and start my journey to Nairobi. Surprisingly on my way to the bus station I find an old woman doing his long call at the road. I find all means of helping her but I loose.

When I reached on the bus station I got a yellow bus. I get into and surprisingly I seat with a very huge man. While on the way he stepped at me on my foot and as I was still straggling to squeeze it he admired me incritically condition.

When I reached on the bus stop I got out of the bus and my aunt who was waiting for me came and took me. We went to her house and settled. My ~~mother~~ aunt give me out ~~the~~ a heavy lunch and we were all happy.

SAMPLE L

It was a Saturday when I wake up late and tired. As usual I took my towel and dashed to the bath room to take a shower. Though the water was so cold I had no choice since I taken off my clothes.

Without wasting no time I went to my bed room to dress. Since I was eager to attend the wedding I did not have no time to waste I took my bag and began my journey to Neema's church where the wedding was taking place.

When I arrived at the church I was so excited to see the large ~~grow~~ crowd at the church decorating the whole place.

As we were seated we had a loud sound of gunshots, some of the people who were afraid started dispersing from the place. The rest of the group and I who did not bother, they danced listened to the music while waiting for the bride and the bridegroom to arrive.

At the time the bride and the bridegroom arrived three men who were holding guns emerged. They drew near to the bride and bridegroom's car and eventually killed the bridegroom. When I saw that I ran away of that place and went home. Surely I will it was a bad moment that I had never seen.

SAMPLE M

It was Saturday evening when my parents had not turn from their job. I was lonely in the house. I had to prepare the supper for myself. I prepare my shopping list and went to the shop. It was now getting dark.

After buy I have bought the items, I decided to use the shortcut path to our house. I was very scared of the leafy bushes. Suddenly I had a roar sound. I was shocked and stand rooted on the ground. Suddenly two men emerged they had shaggy hair with red popped eyes.

I tried to escape but I did not make it. They wanted to stole my virginity. I tried to fought them but they were strong and ~~reb~~ muscular. I shouted for help. Before twinkle of an eye the area was surround by a crowd of people. The two men were arrested. Then was taken to hospital.

When I reached at the hospital I was shocked I to see my parents. I asked the doctor what had happened to them. He told me that they had a serious accident when they were on the way to job. The doctor said that they had bleed too much. had they need somebody to donate blood for them. I feel pity for to them. I decided to donate blood to them but before that I went for blood test but I found that the people who stole my virginity they were HIV positive, So I could not donate my blood.

The doctor came in and inform my that my mother had kicked the bucket. I was shocked I remained silent for a moment. Roles of tears run down. I did believe what had happened to me.

SAMPLE N

It was during one day that I found myself at the middle of a big forest where it was covered with nothing but darkness all over. That could be hard was nothing but the sounds of dangerous animals. I was so afraid, and did not know what to do.

When I tried to remember how I found myself in the forest, it was when one of my friends came home in the evening so that we can go celebrate her brother's party. I was so excited and filled with a lot of joy because it was my first day to go out with my friends.

When we were on our way to Delight's house, a black car came on our way and people came from the car. They were putting on black clothes, their faces covered with masks and they had huge bodies. They grabbed us and forced us to enter into the car and closed our eyes with some pieces of clothes so that we could not see where we were being taken.

In a second we were told to come out of the car, being pushed and forced to enter to a room that outside was surrounded with trees. Our eyes were untied and arms tied around armed chairs. The house was poorly ventilated and the sunrays could only pass through the hole found on the roofs. Later on a car came and a ladies voice could be heard ordering that she should be given one of the girls and the other one to be thrown far away where nobody can find her. The men untied Delight and took her outside while tears ran down her cheeks forming figure eleven. When I tried to stand up I was beaten on my head with a hard stick and fell down helplessly.

SAMPLE O

It was on Monday morning when I woke up early. As birds were singing melodious songs welcoming the new day. The sun was shining like a broken mirror exposing direct sunlight. I took my towel and I went to the bathroom and I had a shower. When I finished taking a shower I went to my room and wear my best clothes.

As my mother preparing breakfast. When she had finished preparing the tea my mother called me and asked to take the tea with a loaf of bread. This is when I planned to visit my grandmother at Kibaocho Ng'ombe in Magarini sub-county.

I ask my mother to give me the bus fare. I passed my final greetings to my Mum. I quickly walk to the bus station. As soon as she reached to the bus station. I take and boarded it.

The bus was moving at a supersonic speed. My heart beat like a tomtom drum of west Africa. In a thrash of dust tail, the matatu got an accident. Everyone was brutally injured and luckily I was safe and sound healthy.

Some of my fellow passengers which were injured were taken to hospital as blood was ~~starting~~ ^{bleeding} ~~from~~ ^{from} ~~the~~ ^{the} ~~head~~ ^{head}. As the patients were taken to hospital I could not think that I would be safe on that day.

Since that day I could not board every Matatu that was driven ~~at~~ at a very high speed. This day I will not forget in my life.

SAMPLE P

It was a Friday morning, when I woke up tired and late. The flickering rays of the sun coloured the eastern horizon orange like a bonfire. The dew on the grass brightly like a broken piece of mirror. I was extremely late for school.

I did not hesitate from the bed and I ran as quickly as my weak leg could carry me. I remembered the teacher on duty was a lion, my heart was like pumping like a eastern drum. When I reached at the gate they were few people sweeping, I went straight in class and many people were wondering but I did not realise myself.

kt

When I entered in the class room people were laughing at me or will pointing toward my pajamas. I had maps of East Africa drawing for themselves. I had shaggy hair like a mad woman looking for somewhere to sleep. When were laughing and moving out going out with scream and yelling hear and there. The bell rang and The teacher come in class. He told me to look at myself that where I realize I had my pajamas that was a day to remember.

SAMPLE Q

We were walking majestically ^{with} my cousin Leena and I as we were heading to the newly opened mall in our town. We were busy chatting as we walked through the neighbourhood. Finally we reached the mall. The place was very big and it was super amazing.

People were everywhere admiring the new things while others were busy shopping many kind of items. We went straight ahead to groceries which we wanted to buy for my mother who had sent us. After we had finished, we bought for ourselves some snacks to eat.

We had already finished paying at the cashier and heard people screaming from outside, some coming back inside and others escaping for their lives. We heard sound of shots on the air. Some people came inside holding guns and they were all covered in black clothes and sunglasses. We were told to sleep down on the floor and started inspecting us.

Some people were taken to an inside room while some of the terrorists were taking our phones and if we had some money. They took all the money from the cashier. We were all scared and our lives were on their hands. People who tried to escape were shot dead while others were beaten vigorously.

Finally we held some given but we did not know how the police were informed but that was not the problem but we all thanked God for ~~everything~~ ^{that}. The place was all surrounded by the police men and women. We were told to get out one by one as we held our hands on our heads.

The men were captured and were taken away by the police. As soon as they were captured, my cousin and I went straight back home and this time we took a taxi because we were still afraid of what will happen next.

I will never forget that day in my whole entire life.

SAMPLE R

None are you there? I knocked the door but she didn't respond to me. I shouted again to her but all what I knewed from her she was asleep because it was very late at night. It was around 2 am. I was looking for other means for me to enter inside the house but all what I found is nowhere. I ~~rem~~ remembered that I had an extra key of the house but the moment I kept my hands inside the pocket I found nothing at all.

finally I noticed that the moment I checked down I saw a red spots on the ground. I was very worried whenever I looked at the garden it was very rough. I knewed something happened. I rembered that there was a window behind the house when I went to check the window was broken. I jumped inside the house and what I saw is that my wife was lying in the sofa cover full of blood. I had to call the police and other family members and they had to gather there. The police arrested me because they were thinking ans the one who killed my own wife and they had to take me to the court.

luckily! inside my house there was an installation of CCTV cameras and they had to check and they saw someone like me who killed my own wife suddenly I had my mother saying that I am late for school I had woken up and saw the sun had already risen.

SAMPLE S

It was on Monday morning when the birds were singing their melodious song. I and my friends had planned to go and hunt in the forest. I jumped out of the bed as fast as I could and directly went to the bathroom. No sooner had I finished bathing than I had some sound from outside the house, "Rayan!, Rayan!."

I wore my clothes and immediately went out of the house. I saw my friends already waiting for me. I was very happy and waved to my mum good bye as we started the journey to the forest. On our way, we collected stones and picked some wild fruits that we would use when we were in the forest. I just forgot myself while eating the fruits and entered very deep in the forest until I got lost.

We threw stones to the birds, we were very happy. One of my friends threw a stone and knocked a small house which was in between trees. We wondered what was in the house. As we continued walking, I was pulled from behind and my mouth was whittled. All my friends started running and I was the only one who remained. I wondered who was the one. When my friends disappeared, he opened my mouth and turned me back to see his ugly face.

When I turned back I saw an ugly man with a lion tied on his hand. He left the lion and I so that the lion could chase me. I ran as fast as I could and climbed up a tree. The lion slept down the tree for some hours and then went back. Immediately after he went back, I went down the tree and ran back home. Luckily, I was still alive.

SAMPLE T

Dear Sister.

I miss you so much. How are you in your learning, always I prayed for you for best performance.

But now how you new environments in a University level how are you working? We prepared to you graduating. Come next April. Our family were very happy about graduation ceremony. On that day my uncle who is in Brazil to attend your graduation ceremony. So don't worried be happy.

We prepared as much as possible my uncle with many things from Brazil like a cakes, fruits. My uncle surprised my sister with happily. On that I wake up early in the morning prepared my self. I make a tea before I wearing my nicely dress from Brazil.

When my friend come iam already wear my dress. then told me that you have a nice dress. After few minutes we started our journey to Moi University where my sister graduating. My uncle was very proud for graduating. He told me that work hard like

Appendix IV: Research Permit

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A Morphosyntactic Analysis of the Interlanguage of Kiswahili Speaking Learners of English

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Abstract: This morphosyntactic study focused on analyzing the interlanguage of Kiswahili speaking learners of English at secondary school level. Guided by Corder's Error Analysis theory and Selinker's Theory of Interlanguage, the study analyzed the non-target-like syntactic sequences and morphological forms in the interlanguage of the learners in order to determine the strategies they use to navigate in English. The data was collected using a Grammatical Task covering a variety of grammatical concepts appropriate for the learners. Students' essays, written independent of this study, were also analyzed to corroborate the findings from the grammatical task. The population sample consisted of 173 form 1, 2 and 3 students from six secondary schools in Malindi Town of Kilifi County, Kenya. The data collected was qualitatively analyzed according to Error Analysis and the Theory of Interlanguage frameworks by Corder and Selinker respectively. The non-target-like syntactic sequences and morphological forms in the sentences of the learners revealed deviations in word order, negation, interrogatives, tense and aspect, auxiliaries, clause linkages, word derivations, singularization, pluralization, and prepositional phrases. The non-target-like syntactic sequences and morphological forms came about as a result of strategies such as communication, overgeneralization, transfer of training and language transfer which learners employed to navigate in the English language. The findings of this study contribute to the field of knowledge with regards to Second Language Acquisition.

Key words: Interlanguage, Second Language Acquisition, Learner Strategies

I. INTRODUCTION

Curriculum developers insist, and rightly so, that in the teaching of English, the main emphasis should be on the acquisition of grammatical and communicative competence as becoming proficient in the language is a desirable life-long goal (KIE 7). English was introduced in Kenya by the British who colonized the country from the 1890s to 1963 when the country gained independence. The language has, however, remained very important to the Kenyans even after independence. It is used in parliament, in the judiciary, to conduct government business, and most importantly as a medium of instruction in institutions of learning. Like Jegede observes, the medium of instruction or the language in which education is conducted has far reaching consequences in all educational systems. It is the language in which basic skills and knowledge are imparted into the population and the production and reproduction of knowledge is done. Such a

language is therefore key as it may enhance or impede the quality of education.

Despite the importance of English in Kenya, the overall performance in English in national examinations remains unsatisfactory. Table 1 shows the combined overall means in the subject for the years 2014-2018:

Table 1: Performance of Students in English Nationally

Year	Combined Overall Mean
2014	77.68
2015	80.58
2016	68.06
2017	73.55
2018	72.78

Source: Kenya National Examinations Council Report 2019

According to the Kenya National Examinations Council Report (2019) the above means indicate an erratic performance that falls short of the ideal mean of 100 (50%). The report also states that the dismal performance in grammar could be an indicator of the low proficiency levels in the language. It reveals that the candidates performed poorly on the grammar test. The major weaknesses noted in grammar included poor punctuation, gross errors in spelling, sentence construction and subject-verb agreement.

Performance of students in English in Malindi Sub-county is similarly dismal. With the over 2,500 candidates registered for Kenya Certificate of Secondary Education (KCSE) every year, the sub-county has registered a mean of below C- for the past four years. Table 2 shows a summary of the means for the years 2015-2018:

Table 2: Performance of Students in English in Malindi Sub-county

Year	Number of Students Registered	Mean Score
2015	2573	4.6637 (C-)
2016	2707	2.7029 (D)
2017	2897	2.9715 (D)
2018	3097	3.4583 (D)

Source: Malindi Sub-County Education Office

This poor performance has been of great concern to researchers. Kisaka identified factors such as frequent usage of Kiswahili or other native languages and the declaration that English is a foreign language as major hindrances to the mastery of the English language in primary and secondary